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ABSTRACT

An evaluative study was conducted of the Training for Rural Gainful Activities (TRUGA) project and methodology in Nepal regarding women's participation and benefits. The study analyzed TRUGA as a project and as a training methodology, assessed the effects of TRUGA activities on women, and evaluated project investment in and benefits to women. Findings were based on analysis of project documents, records, reports, and other relevant materials and information generated through consultation and in-depth interviews with officials, TRUGA management and implementers, TRUGA trainees, and chief women officials of relevant organizations. TRUGA was found to have been institutionalized in the Department of Cottage and Village Industries (DCVI). Factors that contributed to its success were the following: similar objectives of DCVI and TRUGA; TRUGA's introduction of its approach in the regular training activities of DCVI; operation of TRUGA as part of the DCVI; and reciprocal full support. TRUGA was a vocational training methodology designed to promote and support income and employment-generating activities for poor rural people. It was successful in reaching women and improving women's access to training, equipment, raw materials, facilities, loans, and other support. Women shared 57.2 percent of training expenditures and 48.4 percent of placement support. (The document includes 10 case studies of TRUGA participants. Appendixes include instruments used in the study.) (YLB)

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Women and training for rural gainful activities (TRUGA)

by Bhuchandra P. R. Baidya
and Gayatri Chaudhari

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Discussion Paper No. 72

The Training for Rural Gainful Activities (TRUGA) Project
An evaluation of women's participation and benefits

by Bhuchandra P.R. Baidya and Gayatri Chaudhari

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Training Policies Branch
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Preface

One of the major concerns of the Training Policies Branch is the identification of ways of promoting the integration of gender issues in training programmes and policy formulation processes.

The study presented below is an excellent example of one attempt to evaluate the field experience of one major vocational training project and methodology, and extract guidance for the formulation of training policies and the design and implementation of similar programmes which would more effectively address the problems and situation of women and build national capacity to do so.

The study is timely; the results will guide the formulation of Phase III of the project; they will also be applied to the implementation of a similar programme in another country in the region. Finally, part of the evaluation strategy included a national seminar to review findings among those policy makers and programme managers who are best placed to improve the accessibility, relevance and effectiveness of training programmes for women.

Despite the country specificity of the report, we hope it has broader application to a wide range of training initiatives in many regions.

Gretchen Goodale
Training Policies Branch

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We would like to record our sincere gratitude to Mr. Bal Govinda Bista, National Director of the TRUGA Project, and to Mr. Z.R. Maribbay for extending the support we required and also for their comments on the first draft of this report. We are thankful to Mr. A. Espinoza of ILO, Geneva for discussions of different aspects of the TRUGA methodology during his mission to Kathmandu.

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Mr. S.K. Shrestha deserves special thanks for his prompt secretarial assistance.

The Study Team

Abbreviations used

CTA:	Chief Technical Adviser
DCVI:	Department of Cottage and Village Industries
FWDR:	Far-Western Development Region
ILO:	International Labour Organisation
LTC:	Local Training Council
MWDR:	Mid-Western Development Region
SIDA:	Swedish International Development Agency
TGF:	TRUGA Guarantee Fund
TRUGA:	Training for Rural Gainful Activities
UNDP:	United Nations Development Programme

Executive summary

A. Purpose and plan of the study

The following is an evaluative study of the TRUGA Project and Methodology as regards women's participation and benefits. The objectives of the study are as follows (See Annex III for the Terms of Reference):

- To review the **operation of the TRUGA Project** in Nepal, **analyse its institutionalisation in the Department of Cottage and Village Industries** (DCVI), and identify the extent of women's participation in different steps of the TRUGA process;
- To **evaluate TRUGA as a training methodology** as regards the scope for consideration of women's participation and benefits;
- To **assess the effects of TRUGA Project activities** on women; and
- To **analyse the nature of project investment** and the case of women's benefits.

The study is based on an analysis of project documents, records, reports and other relevant materials, and information generated through consultation and in-depth interviews with key officials of DCVI, TRUGA management, TRUGA implementors, ILO experts, TRUGA trainees, and some lead women officials of relevant organisations.

B. Major findings of the study

The major findings of the study are as follows:

1. TRUGA as a Project

The TRUGA Project has been operational in Nepal since 1984. During the last six years it has conducted training programmes in 24 districts and trained 1156 persons, including 620 women, in 20 different gainful activities. Some 249 persons, including 151 women, are now undergoing different training courses. In preparation for and support of the training activity, a group of 182 instructors including 75 females has been trained in TRUGA methodology, and a number of DCVI officials have been given more exposure to skill training activities. Training packages have been developed in a number of courses, and the set of TRUGA manuals, instruments and procedures is ready to guide the planning, conduct and evaluation of skill training activities in DCVI.

One main objective of the project is to strengthen the technical and organisational capacity of the DCVI to institutionalise TRUGA methodology in its training programmes. In support of this objective, the project has made a number of efforts, which have delivered some good results. The technical capacity of the DCVI for continuing with TRUGA activities has improved; new training subjects have been identified and courses developed; a group of DCVI instructors has been trained in TRUGA methodology; the methodology has been widely accepted in the DCVI; and, above all, TRUGA activities have been fully integrated into the DCVI's mobile training programmes in the project districts.

Certain factors which contributed to the attainment of success in institutionalisation are as follows:

- The objective of the TRUGA Project matched the organisational goals and functions of the DCVI.

- Instead of developing completely new activities of its own, TRUGA made an attempt to introduce its approach in the regular mobile training activities of the DCVI.
- TRUGA always tried to operate as a part of the DCVI activities.
- TRUGA's gradual expansion in scope and size helped it to continue correcting its weaknesses on the basis of lessons from experience.
- Full support of the DCVI to the TRUGA Project and vice versa has been systematically developed.
- In many ways, TRUGA is "owned" by DCVI.

Although TRUGA is a general project intended to benefit both sexes, the number of women participants in training is higher than that of men. Likewise, women have shown a relatively better performance vis-a-vis men in placement in and continuance with gainful activities they have been trained for by the project.

2. TRUGA as a training methodology

TRUGA is a vocational training methodology designed to promote and support income and employment-generating activities for poor rural people. It adopts a "systems approach" and contains a set of inter-related steps in planning, preparation, delivery, follow-up and evaluation of training activities.

Although TRUGA is a general methodology and lacks specific provisions for consideration of women's participation and benefits, there are many ways of promoting gender issues in its various components. For instance, the extent of women's participation can be improved by such provisions as: disaggregation of the target population and achievement indicators by sex; inclusion of gender specific information in surveys; promotion of women's participation in Local Training Councils (LTC); giving priority to the recruitment of women instructors; and providing special attention to women beneficiaries in delivering placement and follow up support.

3. Effects of TRUGA activities on women

TRUGA is successful in reaching women though it is not a women-specific project. The project has improved women's access to training, equipment and raw materials, facilities, loans and other support on the one hand and has helped to raise their income and assets on the other. But, the magnitude of such effects is limited.

More needs to be done to improve and make the effects of TRUGA activities on women sustainable. These needs relate to the promotion of women's participation in decision making processes; follow up of beneficiaries; diversification of training subjects; inclusion of literacy and management components in training courses; more involvement of women instructors; holding of extra-curricular activities in training programmes; and more collaboration with other supportive agencies.

4. Project investment and women

The proportion of TRUGA's direct expenditures in training and placement support directed to women is encouraging. Women share 57.2 percent of training expenditures and 48.4 percent of placement support.

These benefits are not discouraging vis-a-vis the case of men, but much more needs to be done in this direction and an effective monitoring mechanism should be established for the purpose.

C. Recommendations

The following recommendations are made with a view to promoting the integration of gender issues in the TRUGA methodology and project activities.

For promoting women's participation, the following provisions are recommended for consideration in the planning process of TRUGA activities.

- The target group should be disaggregated by sex and the indicators of achievement and impact should be spelt out by sex.
- The TRUGA implementation team should include a staff position (expert/counterpart) to ensure the integration of gender issues in the methodology.
- Explicit provision should be made for the consideration and support of national policies and priorities as regards women in the planning process of TRUGA activities.
- Gender-specific information should be incorporated into TRUGA surveys. This calls for the revision of survey instruments and methods of analysis which constitute the theme of TRUGA Manual Volume IV.
- Participation of women should be promoted in the formation and meetings of LTCs. As necessary or appropriate, separate meetings could be held. Attention should be given also to the leader of group discussions to ensure the equal participation of women.
- Steps should be taken to recruit more women instructors and also to train potential women for the purpose. It is also necessary to improve the gender awareness of interviewers and field project staff.
- Training delivery should make provisions for launching supportive activities for women such as functional literacy classes, management training and confidence-building activities.
- Under placement support, priority should be given to women when and where they are comparable with men in other indicators of performance and prospects. Follow up activities should also take care of special needs and problems of women; and the methodology should provide for assigning women instructors for follow up of women beneficiaries as far as possible.
- The methodology should categorically mention the extent of women's participation as one indicator of achievement. Moreover, it is also recommended that all monitoring, evaluation and reporting activities of the methodology seek to address the needs and problems of women as well.
- Special provisions should be made for ensuring the participation of women in staff development opportunities organised in and outside the country.
- TRUGA should work more in close collaboration with organisations of agencies directly dealing with the promotion of women's employment, income and welfare.
- Certain institutional provisions should be made at the local level to promote and support the post-training activities of the trainees, particularly women.
- Attempts should be made to identify more new, gainful activities for training women.
- Efforts should be made to provide day-care facilities and other services for children of potential trainees, in so far as possible, so that women with family responsibilities have more access to training programmes.

I. Plan and purpose of the study

A. Background

TRUGA, the acronym for "Training for Rural Gainful Activities" is a vocational training methodology developed by the ILO to promote and support employment and income generation activities in the rural areas of developing countries. It aims at identifying the existing and potential opportunities of employment and income generation on the one hand and establishing direct links between vocational training and actual promotion of gainful activities through relevant training, and placement and follow up support on the other. The methodology, which adopts a systems approach, begins with a thorough investigation of the local situation, economy and population to determine viable economic activities and skill requirements; develops curricula and prepares instructors and materials for identified training courses; conducts training at places accessible to all trainees; makes provisions for helping trainees in starting up gainful activities through placement and follow up support; and finally, provides for evaluation of the training activities. With a view to providing guidelines for operationalising each step of the methodology TRUGA has developed general and country-specific manuals, instruments and procedures for use by its implementors.

The TRUGA Project has been operational in Nepal since February 1984. From February 1984 to June 1986 it was launched as a pilot project and the validity and applicability of the methodology was tested. This was followed by the operation of the Phase I activities from December 1986 to November 1988, which recorded some convincing outcomes in terms of promotion of income generating activities in the rural areas of Far-Western Development Region. TRUGA Phase II (December 1988 - May 1991) is now being implemented in the rural areas of Mid-Western and Far-Western Development Regions.

TRUGA is a general programme meant for both sexes. It is not gender-specific although women are cited in the project documents as one of the target groups. The project in Nepal is neither designed nor monitored in a way which would indicate the variables influencing women's participation and benefits. But, the participation of women in many TRUGA training courses is encouraging and offers scope for improving the integration of women into a broader range of skill training programmes and project activities.

Against the background and in consideration of the likely expansion of TRUGA to other countries, a review of TRUGA as a project applied in Nepal and as a rural vocational training methodology and the nature of its impact and effectiveness as regards women was proposed. The present study represents a substantial step towards ensuring that such considerations are incorporated in future activities.

B. Objectives of the study

The objectives of the study are as follows:

To review the operation of the TRUGA Project in Nepal, analyse the process of its institutionalisation in DCVI, and identify the extent of women's participation in different steps of the TRUGA process;

To evaluate TRUGA as a training methodology as regards the scope for consideration of women's needs, participation, and benefits;

To assess the effects of TRUGA Project activities on women; and

To analyse the nature of project investment and the benefits derived by women (see Annex III for the Terms of Reference).

C. Methods and procedures of the study

The present study therefore has four major sections: **analysis of TRUGA as a project;** evaluation of **TRUGA as a training methodology;** assessment of the **effects of TRUGA activities on women;** and analysis of **project investment in and benefits** to women.

1. The first section of the study, i.e. **analysis of TRUGA as a project** is based on an analysis of project documents, progress records, evaluation reports and other relevant published and unpublished materials. A number of persons including key officials of DCVI, TRUGA management, TRUGA implementors, ILO experts and lead women officials of relevant organisations have also been interviewed for the purpose. The list of persons consulted and key points of discussion are given in Annexes IV and IV.

2. The **evaluation of TRUGA as a training methodology** is done on the basis of a thorough analysis of the TRUGA manuals, instruments, procedures and other relevant literature; a study of the process of operationalisation at different training sites, and consultation meetings with TRUGA Management and ILO experts. The professional knowledge, experiences and insights of the study team were a major contribution as well.

3. The **assessment of the effects of TRUGA activities on women** is mainly based on in-depth interviews with selected beneficiaries, supplemented by information gathered through discussions with district implementors of the TRUGA Project. The following procedures were adopted for the purpose.

An inventory of all TRUGA training programmes conducted during Phase I and Phase II (completed as of the end of April 1990) was prepared and the programmes with women's participation were identified.

The training programmes recording women's participation were classified into eight broad groups in terms of the subject of training as shown in Table 1.

Table 1. TRUGA Training courses with women's participation

Course	Number of Training Programmes[a]		
	Phase I	Phase II[b]	Total
Knitting	1	5	6
Cotton textile/dhaka Weaving	12	5	17
Woollen textile/carpet Weaving	-	2	2
Wool/local fibre Processing	-	7	7
Pottery	-	1	1
Soap making	-	2	2
Vegetable/fruit/ginger processing	2	3	5
Others[c]	-	3	3
Total	15	28	43

Notes: [a] Four training programmes on loom and warping drum making conducted during Phase II show no enrolment of women and are not included here.

[b] Completed as of the end of April 1990.

[c] Include knitting machine repair, basic management, and cotton dyeing.

Source: TRUGA Project Office Records.

Six courses namely knitting, cotton textile/dhaka weaving, woollen textile/carpet weaving, wool/local fibre processing, pottery, and soap making were selected for study. The course on vegetable/fruit/ginger processing was excluded either because the number of women completing training was nil or negligible or because the placement was reported to be zero. The course grouped as others was also excluded because it was not launched as the main training activity but as follow up support to ex-trainees.

Out of 35 training sites launching programmes on the selected six courses, 18 sites (half of the total) were selected to ensure representation of courses and geographical coverage. The training sites selected are given in Table 2.

Table 2. TRUGA training sites selected for study

Course	No. of training sites	No. of sites selected for study	Name of the sites selected
Knitting	6	3	Bayal Pata (Achham), Thaligada (Baitadi) and Kachanapur (Banke)
Cotton Textile/dhaka Weaving	17	8	Martadi and Koltee (Bajura), Bayal Pata (Achham), Durgasthan (Baitadi), Dashera (Jajarkot), Kachanapur (Banke), Daijhi and Jhalari (Kanchanpur)
Woollen/textile Carpet weaving	2	2	Kaate (Darchula) and Luham (Salyan)
Wool/Local fibre processing	7	3	Brahmadev (Darchula), Baklekh (Doti) and Luham (Salyan)
Pottery	1	1	Parshyauni (Dang)
Soap making	2	1	Kapurkot (Salyan)
Total	35	18	

As Table 2 shows, the sites selected for study totalled 18 including three for knitting, eight for cotton textile/dhaka weaving, two for woollen textile/carpet weaving, three for wool/local fibre processing, and one each for pottery and soap making. They represented four sites from the mountain region (Martadi, Koltee, Kaate, and Brahmadev), nine sites from the hills (Bayal Pata, Thaligada, Durgasthan, Dashera, Luham, Baklekh and Kapurkot) and five sites from the Terai (Kachanapur, Daijhi, Dashera and Parshyauni).

No sampling of beneficiaries was done for in-depth interviews. A list of trainees carrying out a gainful activity was prepared for all selected sites with the help of TRUGA management and the concerned DCVI District Office. The study team visited the sites of all the trainees enlisted above and the beneficiaries contacted were interviewed using the questionnaire prepared for the purpose (see Annex VI) with the help of a local guide (usually the chief of DCVI District Office or the staff assigned by him or her). The number of beneficiaries interviewed and their course-wise distribution are shown in Table 3.

Table 3. Number of beneficiaries interviewed

Course (1)	Number of practicing beneficiaries (2)	Number of beneficiaries interviewed (3)	(3) as % of (2) (4)
Knitting	14 (13)	13 (12)	92.8 (100.0)
Cotton textile/dhaka weaving	66 (35)	66 (35)	100.0 (100.0)
Woollen textile/carpet weaving	23 (17)	20 (15)	87.0 (88.2)
Wool/local fibre processing	27 (14)	18 (12)	66.7 (85.7)
Pottery	20 (7)	20 (7)	100.0 (100.0)
Soap making	9 (3)	3 (1)	3.3 (33.3)
Total	159 (89)	140 (82)	88.0 (93.2)

Note: Figures inside brackets show the number of women.

On the whole, 159 beneficiaries including 88 women were reported to be practising gainful activities. The beneficiaries contacted and interviewed numbered 140 including 82 women, which accounted for 88 percent of the total in the case of the total group and 93.2 percent in the case of women beneficiaries. Some 19 beneficiaries including six women were not available at their respective village during the time of the field visit. Both women and men beneficiaries were interviewed using the same questionnaire for facilitating comparative assessment of effects on them.

4. The analysis of project investment was done using the financial records of the TRUGA Project Office and women's benefits were analysed on the basis of the information gathered through in-depth interviews of the beneficiaries. Ten cases of women beneficiaries are presented as illustrations.

D. Outcome of the study

The present report is one major outcome of the study. The report is divided into three parts. Chapter 1 explains the plan and purpose of the study. Chapters II and III contain an analysis of TRUGA as a project and an evaluation of the same as a training methodology but with major focus on women's participation and benefits. Chapters IV, V and VI offer an analysis of the effects of TRUGA activities on women participants and also describe project investment and benefits directed to women. Ten cases of women beneficiaries are then given as illustrations. Since each part of the report is complete in itself and also includes recommendations relating to its theme, the study does not present a list of recommendations at the end of the report so as to avoid the monotony of repetition and duplication.

II. Analysis of TRUGA as a project and as a training methodology

The main purpose of this section is to analyse the process of institutionalising the TRUGA methodology in DCVI and to identify the extent of women's participation in TRUGA activities. The chapter begins with a review of TRUGA activities, moves on to analyse its institutionalisation in general and then describes the extent to which women participated. Finally, certain critical points of entry for integrating women into TRUGA activities are identified, based on the lessons learned from the effective institutionalisation of TRUGA in DCVI.

A. TRUGA activities in Nepal: a review

The TRUGA Project has been operational in Nepal since 1984. During February 1984 through June 1986, it was launched as a pilot project with the technical and financial assistance of the ILO and SIDA. The primary purpose then was to test the validity and applicability of the TRUGA methodology for improving the effectiveness of existing or developing new vocational training programmes for rural areas. In support of this objective, a set of TRUGA manuals and instruments was developed, tested and validated.[1] In the meantime, **training programmes** were conducted at five sites representing all three geographical regions of the country.[2] On the whole, 22 courses in nine broad subject areas covering a period of two to 16 weeks were offered to 287 persons. The number of trainees who successfully completed the courses totalled 254 and two-thirds of them were women.[3] The coursewise distribution of trainees is shown in Table 4.

Apart from the above, five fellowships and study tours abroad were provided and six in-country workshops were organised under the staff development programme. A group of 19 DCVI instructors was trained in the TRUGA methodology. New training packages were developed following a task-analysis oriented model, which consisted of course specification, training equipment and materials. A video film showing the TRUGA methodology was produced in English and Nepali, which has since been widely used for familiarising people with how TRUGA works in Nepal.

TRUGA Phase I was launched during December 1986 through November 1988 with the technical and financial assistance of the ILO and UNDP. The project area covered all nine districts of the FWDR and training opportunities were provided to 375 persons including 187 women through 15 programmes covering three courses. On the whole, 329 persons including 175 women completed the training courses. Their distribution by course is shown in Table 5.

Table 4. TRUGA training outputs (Pilot Phase: 1984-86)

Course (1)	No. of Training Sites (2)	Enrolment (3)	Output (4)	(4) as % of (3) (5)
Knitting	5	66 (63)	64 (57)	97.0 (90.5)
Tailoring	5	108 (86)	102 (75)	94.4 (87.2)
Weaving	5	53 (24)	51 (22)	96.2 (91.7)
Vegetable processing	2	20 (16)	20 (16)	100.0 (100.0)
Bull cart wooden wheel Construction or Repair	1	6 (-)	5 (-)	83.3 (-)
Paper making	1	4 (2)	2 (-)	50.0 (0.0)
Roof tile making	1	8 (-)	8 (-)	100.0 (-)
Pottery	1	14 (-)	2 (-)	14.3 (-)
Furniture carpentry	1	8 (-)	0 (-)	0.0 (-)
Total	22	287 (191)	254 (170)	88.5 (89.0)

Note: Figures inside brackets show women.

Source: TRUGA Project Office Records

Table 5. TRUGA training outputs (Phase I: 1986-88)

Course (1)	No. of training programmes (2)	Enrolment (3)	Output (4)	(4) as % of (3) (5)
Weaving	12	233 (111)	189 (101)	81.1 (91.0)
Knitting	1	16 (15)	14 (13)	87.5 (86.7)
Vegetable processing	2	126 (61)	126 (61)	100.0 (100.0)
Total	15	375 (187)	329 (175)	87.7 (93.6)

Note: Figures inside the brackets show women.

Source: TRUGA Project Office Records.

A number of activities were done in **preparation for and support of the training programmes.** To begin with, country-specific manuals and instruments on the TRUGA methodology were developed and produced in English and Nepali. Curricula and training materials were developed in some of the newly identified training courses for DCVI. A group of 39 instructors was trained through four instructor training and curriculum development workshops. Some 19 fellowships and study tours abroad were provided to TRUGA staff and DCVI officials, and one Regional Workshop of TRUGA implementors and one National Seminar with participation of DCVI and non-DCVI officials were organised. On top of that, a French version of the TRUGA video film was prepared for use in French speaking countries.

TRUGA activities are now being continued under the on-going Phase II Programme (December 1988 - May 1991), again with the technical and financial assistance of the ILO and UNDP. The project area has been expanded to cover all 24 districts of the FWDR and MWDR, and the target is to train 600 to 800 persons in different courses. Most activities planned under the present phase have already been implemented. By the end of April 1990, training opportunities had already been provided to 597 persons including 281 women through 32 programmes mounted in 15 districts. On the whole, 573 persons including 275 women have completed courses in 12 broad subject areas. The distribution of trainees by course is given in Table 6.

Table 6. TRUGA training outputs (Phase II: As of 30 April 1990)

Course	Frequency of of training (2)	Enrolment (3)	Output (4)	(4) as % of (3) (5)
Knitting	5	61 (55)	61 (55)	100.0 (100.0)
Weaving (cotton textile/dhaka)	5	134 (61)	126 (60)	94.0 (98.4)
Weaving (woollen textile/carpet)	2	30 (23)	29 (22)	96.7 (95.6)
Wool/local fibre processing	7	162 (107)	147 (103)	90.7 (96.3)
Pottery	1	20 (7)	20 (7)	100.0 (100.0)
Soap making	2	28 (11)	28 (11)	100.0 (100.0)
Ginger processing	2	80 (3)	80 (3)	100.0 (100.0)
Apple Processing	1	33 (-)	33 (-)	100.0 (-)
Loom and warping drum making	4	19 (-)	19 (-)	100.0 (-)
Knitting machine repair	1	10 (2)	10 (2)	100.0 (100.0)
Cotton dyeing	1	17 (4)	7 (4)	100.0 (100.0)
Basic management	1	13 (8)	13 (8)	100.0 (100.0)
Total	32	607 (281)	573 (275)	96.0 (97.9)

Note: Figures inside the brackets show women.

Source: TRUGA Project Office Records.

In addition to the above, as of 30 April 1990 again, 14 training programmes were operational covering five additional districts and three new activities, enrolling some 249 persons including 151 women. The course description of on-going training is shown in Table 7.

Table 7. TRUGA training enrolments (Phase II : On-going as of 30 April 1990)

Course	Frequency of training	Enrolment
Weaving (cotton textile/dhaka)	3	71 (62)
Weaving (woollen textile/carpet)	1	20 (16)
Wool/local fibre processing	5	98 (58)
Pottery	2	20 (5)
Tailoring	1	10 (10)
Electric house wiring	1	20 (-)
Arc welding	1	10 (-)
Total	14	249 (151)

Note: Figures inside brackets show women.

Source: TRUGA Project Office Records.

Under the **staff development programme,** a total of 124 instructors (51 from DCVI and 73 from non-DCVI offices) has been trained through instructor training and curriculum development courses. Fourteen **fellowships and study tours** abroad have already been provided for DCVI officials and some more are foreseen. Five **Regional Workshops** and one **National Seminar** have been conducted. Above all, all preparations for the operation of the Truga Guarantee Fund (TGF) are now complete and the scheme is to be implemented in the fiscal year 1990-91.

To sum up, during the last six years, the TRUGA Project in Nepal has conducted training programmes in 24 districts enrolling 1508 persons including 810 women through 68 courses in 20 different gainful activities. The number of persons who have completed the TRUGA courses now totals 1156 including 620 women, and some 249 persons including 151 women are undergoing different training courses. In preparation for and support of the training activity, a group of 182 instructors including 75 females has been trained in TRUGA methodology, and a number of DCVI officials have been given more exposure to skill training activities through fellowships and study tours abroad, and through many Regional Workshops, two National Seminars, and several meetings and discussion sessions. Training packages have been developed in a number of courses, and the set of TRUGA manuals, instruments and procedures is ready to guide the planning, conduct and evaluation of skill training activities in DCVI.

B. Institutionalising TRUGA methodology in DCVI

One critical issue relating to most development projects is the lack of continuity of the project or programme activities after the expiration of the project cycle. Initiating development is not a major problem particularly in a country like Nepal where donors are many in number. As long as the donor's interest is there, project activities continue and record some initial success as well. But once the aid stops or declines, things often abruptly take a different turn. In many cases, project activities are drastically reduced in scale or start fading out eventually returning to square one. Sustainability is always a serious problem as are replication and expansion. One key point which contributes to poor performance is the lack of systematic efforts to institutionalise the project activities in the core system of the recipient organisation.

TRUGA has tried to learn from experience. The Project Documents mention "institutionalisation" as one major objective of TRUGA Phase I and Phase II in Nepal.[4] Although the documents do not clearly explain the meaning of the term, the intent is to strengthen the capacity of the DCVI to plan, prepare, deliver, follow-up and evaluate the skill training programmes following TRUGA methodology. In support of this objective, the project has made a number of efforts such as:

- development and production of field-tested manuals and instruments of TRUGA methodology;
- identification of many new income and employment generating activities for the rural areas and preparation of training content and delivery plans for most of them;
- training and orientation of professional staff, managers, administrators and implementors of the TRUGA Project in the TRUGA methodology through regional and national training workshops and seminars at home and fellowships and study tours abroad;
- production of TRUGA video films in Nepali, English and French versions;
- development and operationalisation of a DCVI-specific TRUGA working manual;
- formation and activation of a functional structure for TRUGA implementation in the overall organisational structure of DCVI;
- integration of project activities with the DCVI's mobile training activities in the project districts; and
- operation of the TRUGA Guarantee Fund (TGF) scheme to create a revolving fund for facilitating placement and involvement of TRUGA trainees in gainful activities.
- Moreover, TRUGA's attempts towards collaboration with other supportive agencies in different aspects of the methodology have strengthened the scope for sustaining and replicating the project activities.

TRUGA's efforts towards institutionalising the methodology in DCVI seem to have recorded success. To begin with, the staff of the DCVI has gained more confidence to continue with TRUGA activities in recent years. Most DCVI officials at the centre and the project districts not only show understanding of the TRUGA methodology but also appreciate its effectiveness vis-a-vis other mobile training programmes of their respective offices. TRUGA manuals and instruments now offer ready guidelines for planning, preparation, delivery and evaluation of skill training activities in rural areas. Identification of new activities for launching training programmes has obviously helped to diversify the training courses. The training packages developed and operationalised by TRUGA can be replicated elsewhere with minor adjustment as and when necessary. DCVI now has a pool of its own instructors trained in the TRUGA methodology; and through the TRUGA Project DCVI has also gained experience in mutual sharing of expertise, experience and resources with other supportive agencies through launching training programmes in collaboration with them. Against this, it is not unnatural that almost all DCVI officials at the centre and the project districts and the key persons at the TRUGA management are found confident of their capability of continuing with the project activities on their own provided the flow of financial assistance to maintain TRUGA's practice of concessions and subsidy is assured.

One substantial achievement of TRUGA in the context of institutionalisation is the wide acceptance of the methodology within the DCVI. It is encouraging to note that the TRUGA Project, which was viewed as a separate project and located in a rented house outside the DCVI complex until 1986 and which was taken as an additional burden by most district implementors till 1988, has now achieved success in projecting itself as a part of DCVI programme.

The process of evolution of TRUGA in DCVI presents an interesting story. Throughout the Pilot Phase, it was virtually isolated from the main stream of the DCVI. During Phase I, it managed to acquire physical premises inside the DCVI complex but was still viewed as an extra activity. Now, TRUGA is being treated as a part of DCVI. Discussions with DCVI officials give the impression that at the central level, DCVI now "owns" the methodology while at the district level, it is no longer considered an additional burden or extra activity. This is due to the integration of TRUGA activities into the mobile training programmes of the project districts as stipulated by the Phase II Project Document.[5]

Another factor which also facilitated the process of institutionalisation is the gradual adoption of TRUGA methodology in DCVI. After field-testing the methodology in five districts during the Pilot Phase, the project activities were launched in nine districts of the FWDR in Phase I. This was followed by the expansion of the project area to cover 24 districts of the FWDR and MWDR under the present phase. Such a gradual expansion of the area of project operation following the requirement of the country as indicated in the respective Project Documents is in itself evidence of the credibility the methodology has established in DCVI. It is encouraging that DCVI now hopes to expand TRUGA activities on a national scale.

By many counts therefore, it seems that the TRUGA Project has shown some signs of convincing success in institutionalisation. As reported by a recent evaluation, the project has achieved the objective of institutionalisation at the policy and management level and it has reinforced the capacity of the DCVI to operationalise the methodology.[6]

Certain factors have contributed to the attainment of success, which are as follows:

- Selection of the implementing agency was a strategic decision in the sense that the objectives of the TRUGA Project matched the organisational goals and functions of DCVI. In view of the importance of cottage industry and artisan based employment opportunities in the rural areas where TRUGA seeks to work, DCVI appeared to the donor agencies as a priority organisation for locating the TRUGA Project.
- In view of the existence of skill training as a traditionally dominant function of the organisation, TRUGA appeared as a relevant project to DCVI for advancing its organisational activities and goals.
- The long experience and nationwide organisational network of DCVI with one central office, four regional offices and 70 district offices staffed by a pool of skill trainers offered convincing scope for the implementation, follow-up and replication of project activities.
- The DCVI found new scope in TRUGA activities for utilising, promoting and improving its internal expertise and experiences.
- The expectations of both parties have come true. The TRUGA Project has undergone smooth implementation with ready support from the DCVI in the form of counterparts, instructors, implementors, support staff, office premises and related utilities, and counterpart funds without any strain on the human, physical and financial resources of the DCVI.
- TRUGA activities proved supportive to DCVI in staff development, expansion and diversification of training programmes, development of methodological manuals, instruments and procedures, and strengthening of district offices in launching training activities.
- Such a matching of project objectives with the organisational goals and functions has promoted the willingness, interest and preparedness of the implementing agency, which is a strong contributing factor to the institutionalisation of an intervention in an organisation.
- TRUGA adopted a pragmatic approach in the sense that it did not emerge as an ambitious project. Instead of going in for new activities of its own, TRUGA tried to inject a systems approach in the regular mobile training activities of DCVI. The DCVI mobile programmes are now carried out after the TRUGA surveys are completed and follow-up and placement of trainees are now part of the methodology.
- TRUGA does not deviate much from the mainstream training activity of the DCVI. TRUGA, at the most, appeared at the outset as a project which seeked to improve the

quality and effectiveness of training activities the DCVI had been traditionally doing for many decades. This has contibuted to the acceptability of TRUGA in DCVI, which is again a significant factor in the context of institutionalisation.

- With the exception of the initial period, particularly the Pilot Phase, the TRUGA Project has always tried to move as a part of DCVI activity. The TRUGA Project Office is managed by DCVI officials on deputation; all the professional staff including the instructors are from the DCVI cadre; and all implementors are again DCVI officials in their original positions.
- All TRUGA activities utilise the DCVI's own office premises and utilities. The training sites are again managed by respective district offices of DCVI.
- TRUGA activities have always been launched as DCVI's own programme. The TRUGA Working Manual has helped to launch TRUGA programmes as a DCVI activity. TRUGA has given the impression that the project is basically meant for strengthening DCVI's capacity to launch its regular activities in a more effective way. This has helped to popularise the system of the TRUGA methodology on the one hand and promote the feeling of DCVI's ownership of the project on the other. Full integration of TRUGA with DCVI's mobile training programmes in the project districts is an indication of success in institutionalisation.
- TRUGA's "evolutionary approach" also produced positive results. Beginning as a trial project in five districts, then moving on to nine districts in Phase I and ultimately covering 24 districts in the present phase, TRUGA has been gradually consolidating its position in DCVI. This approach has recorded one significant contribution i.e. every preceding phase has generated some important lessons for the succeeding phase and every succeeding phase has emerged as an improved version of the earlier phase. This has created scope for continued improvement in the methodology making it a flexible approach, able to adjust to change in time and place. For instance, such ideas as the ones relating to TGF, diversification of training subjects, collaboration with other supportive agencies and organisational readjustments in DCVI and the Project Office are the lessons drawn from experiences of Phase I and many of them are now being materialised in Phase II. Likewise, many more lessons learned from the present phase will be used for remedial purposes in the future. This is a favourable feature as regards institutionalisation of an intervention.
- One important factor exerting positive results in institutionalisation is the full support of DCVI to TRUGA management and vice versa. A strong sense of ownership of and commitment to TRUGA exists in DCVI's top level officials. TRUGA management is always careful in maintaining the DCVI's organisational interests and priorities. At the central level, TRUGA is viewed as a part of DCVI. At the district level, the entire mobile skill training activity may be dominated by the TRUGA programme, but as the respective offices' own programme.

Much more however is required to attain the goal of institutionalising TRUGA methodology in DCVI. This is so because TRUGA is only operational in 24 districts out of 75. Hence, there is still need for UNDP/ILO support to cover the cost of implementation in other districts and to strengthen certain aspects of the programme at national level. To begin with, technical and professional expertise needs improvement in both quantity and quality so as to sustain, replicate and expand the activities or to bring about continued improvement in the programme to cope with changing needs and conditions. There remains a concern that, in the absence of imagination, expertise and adequate know-how on the part of managers or professional staff, the methodology may lose its basic identity in the name of programme flexibility or expansion of activities.

The set of TRUGA manuals requires further treatment of the placement and follow up procedures, and in many cases, training courses are yet to be developed and catalogued in the design of a training package.

In addition, DCVI is not yet in a position to take over TRUGA without financial assistance from outside. Instead, the district implementors hold the view that skill training activities of their respective offices would suffer if the present subsidy, concessions and other facilities provided under donor's funds are not continued.[7]

C. Women's participation in the TRUGA project

Table 8 shows some key features of the TRUGA Project and women's participation in each of them. For clarity and convenience, the extent of women's participation is discussed here under four headings namely: (a) Project objectives, (b) Project inputs, (c) Project activities, and (d) Project results.

1. Project objectives

A review of Project Documents clearly reveals that TRUGA is a general training programme addressed to poor people of the rural areas. The project objectives, in spite of stating that the project intends 'to provide direct support for imparting skill training to rural youth and women', do not make any specific provision for defining or disaggregating target beneficiaries by sex. The reason, as stated by a TRUGA expert, is: TRUGA was always foreseen as a project meant to benefit both sexes. The deliberate focus is on the rural poor including disadvantaged groups who would include women as well. The inclusion of women was not spelled out deliberately in the project objectives, and the presence of women in different aspects of TRUGA activities was not an outcome of deliberate planning.

The lack of disaggregation of the target group by sex greatly reduced or eliminated any scope for consideration of gender issues in all remaining aspects of the project activities including the indicators of achievement. The presence of women then is the result of equal treatment given to women when and where possible and permissible. During the last six years of the TRUGA Project, the issue of women's participation and benefits has never been seriously considered, let alone a matter of making deliberate, planned efforts towards this end. This is not surprising when the project objective itself fails to mention anything about women's participation.

2. Project inputs

Project inputs were planned without giving any specific attention to women. As shown in Table 8, in many aspects of the project, the extent of women's participation is nil or very low. For instance, all the 12 positions of international experts (two CTAs, two Senior Experts, two Associate Experts and six Consultants) have been filled by men. The respective job descriptions did not consider any gender differences. Specific provision for the inclusion of women did not appear necessary.

It is also the general opinion of the DCVI officials who work closely with the TRUGA Project including the TRUGA management staff and TRUGA implementors and experts that the absence of women experts has not in any way diminished the conduct of the respective assignments of the international experts.

Table 8. Women's participation in the TRUGA project[a]

Particulars	Pilot phase	Phase I	Phase II[b]	Total
I. International expert				
C.T.A.	1 (-)		1 (-)	2 (-)
Senior expert	1 (-)	1 (-)		2 (-)
Associate expert	(-)			2 (-)
Consultant	3 (-)	2 (-)	1 (-)	6 (-)
II. National professional staff				
Project Director	1 (-)	1 (-)	1 (-)	3 (-)
National counterparts	4 (2)	6 (1)	5 (1)[c]	15 (4)
Instructors	17 (6)	14 (2)	29 (5)	60 (13)
Instructor's trainers	4 (1)	6 (1)	9 (5)	19 (7)
III.National admin. support staff	6 (2)	6 (2)	8 (2)	20 (6)
IV.District implementors (DCVI Dist. Chiefs)	5 (-)	9 (-)	24 (1)	38 (1)
V.Instructor training outputs	19 (6)	39 (12)	124 (57)	182 (75)
VI.Fellowships	5 (2)	19 (-)	14 (-)[d]	38 (2)
VII.National seminar participation		40 (-)	40 (4)	80 (4)
VIII. Trainees (completed)	254 (170)	329 (175)	573 (275)	1156 (620)

Notes: a Figures inside brackets indicate women.

[b] As of 30 April 1990.

[c] The woman discontinued after February 1990.

[d] As of July 1990.

Source: TRUGA Project Office Records.

Among the national professional staff, the positions filled by women account for less than one-fourth of the total (i.e. four out of 18 positions of Project Director and national counterparts). There are three reasons for low participation of women: deputation of professional staff for TRUGA by DCVI purely on the basis of technical expertise and relevant background irrespective of sex; shortage of women in the DCVI's pool of staff who can work as professionals; and the general reluctance of women to work in a position which requires frequent field visits particularly in remote and difficult parts of the country.

Out of 60 instructors who have ever worked in the TRUGA Project, only 13 are women. The low participation rates of women instructors are due to the concentration of women trainers in only a few subjects, knitting and tailoring.

This has limited the opportunity for women instructors to work in TRUGA programmes as the project's attempt to diversify training subjects has resulted in offering many more courses in subjects other than these two. One interesting point here is the acute shortage of women instructors for the weaving course which constitutes the traditional training subject of DCVI and which has again virtually dominated TRUGA programmes. The course on weaving is attractive to female trainees but due to the shortage of women instructors, the TRUGA Project has been compelled to conduct the courses with the help of male trainers even in the cases where all trainees are females. In view of the apprenticeship nature of such courses calling for individual attention to trainees, the demand was always for women trainers. But, for reasons beyond the control of the project management such as the unavailability of women trainers in this subject area, TRUGA has to depend upon male trainers which has also caused some undesirable events in certain training sites.

The participation of women as instructor's trainers is considerable. Out of 17 persons who have worked in the TRUGA Project as trainers of instructors, seven are women. This is so as these programmes were organised in Kathmandu or other accessible places where the involvement of women is relatively easier.

Among the administrative support staff, six out of 20 positions have been filled by women. Of the 24 district implementors of the project, only one person is a woman. TRUGA is fortunate in this case because it has become successful in having the only woman District Officer of DCVI in a TRUGA Project district.[8]

In the case of other inputs such as training, placement and follow up, staff development, and other incentives, the approach has always been to provide equal opportunity to both sexes. However, women's participation is negligible in fellowships for study abroad. Out of 38 places provided so far, only two have gone to women. Likewise, only four out of 80 participants of national level seminars are women. This is again due to the general nature of the project whereby no specific efforts were made for women, on the one hand, and there was an apparent shortage of eligible woman candidates on the other.

The extent of women's participation is relatively better in the case of instructor training outputs and the TRUGA trainees. Out of 182 instructors trained by TRUGA, 75 persons are women who constitute 42 percent of the total. This is due to a larger number of women instructors among the non-DCVI trainers (43 out of 73, i.e. 59 percent of the total) trained by TRUGA. In the case of DCVI instructors trained by TRUGA, women account for only 29 percent of the total, i.e. 32 out of 109 persons.

The extent of women's participation is considerable in the case of rural beneficiaries. During the Pilot Phase and Phase I, women accounted for 67 percent and 52 percent of the total persons who completed TRUGA courses. In the on-going phase, 48 percent of the persons who completed TRUGA courses by the end of April 1990 are women and 61 percent of the trainees undergoing training are female candidates. On the whole, women beneficiaries account for 54 percent of the persons trained by TRUGA so far.

The reasons for greater participation of women in certain TRUGA courses are: (a) women are given priority in selection although no specific provision or incentives exist to attract women; (b) these courses are attractive to women; (c) supportive agencies at the local level including the Women Development Offices helped to motivate women for joining TRUGA courses; and (d) the opportunity cost of women for joining training courses is perceived as relatively low vis-a-vis men, as they are considered to be less involved in income-generating activities.

3. Project activities

TRUGA methodology adopts a systems approach and all activities are done in five steps, namely planning, training content development, training delivery, placement and follow-up, and evaluation. The planning phase mainly deals with the identification of the training site, identification of the training subjects and the selection of trainees. This is done on the basis of general surveys, feasibility studies and consultative meetings. No specific consideration is given to gender issues, however emphasis is placed on the enrolment of women in courses in which they are comparatively more trainable in view of Nepalese culture and tradition, and in courses in which both sexes are equally trainable and which promote the use of local raw materials and skills. Attention is also given to locating training at sites which are accessible to both men and women. Moreover, in a number of cases, local agencies dealing with women's issues have been consulted and their support mobilised to motivate women and raise their awareness of TRUGA activities and opportunities. In some cases, guardians are also contacted and persuaded for this purpose. This is the reason why women's participation is high in TRUGA courses despite the fact that gender-specific provisions are lacking in the Project Document.

Training content development is basically a preparatory phase for training delivery. The package of training including syllabi, instructional materials and equipment, and a trained instructor are developed at this stage. Here again, the fundamental point which guides the process is the nature of the training course and the background and needs of the prospective trainees in general. The project did not identify the specific needs of women in preparing training content. It does not appear that the activities under training content development directly put women in a disadvantageous position, however as will be seen below, the lack of consideration of women's specific needs often results in training programmes being deficient.

TRUGA training is delivered at a site accessible to all trainees including women and at a time convenient to both sexes. The only attempt made here is the priority given to women instructors depending on their availability. But, due to reasons explained earlier, the success rate is poor.

Placement and follow up support are provided to both sexes without any attention to gender differences. The results do not indicate women's participation is hampered. TRUGA records show that out of 69 persons who are reported to have been placed after TRUGA training in Phase I, 42 were women and out of 34 persons who are still continuing with the job, 20 are women. Likewise, the placement records show that out of 208 persons placed in jobs after training in the on-going phase, 108 are women and 106 persons out of 164 persons who are continuing on the job are again women.

TRUGA's monitoring and evaluation procedures and instruments do not make any provision for sex-specific assessment. Impact evaluation is done on a general basis as if the target group is homogeneous. The reason again is the lack of any such specification in the Project Document.

In some cases, TRUGA has developed a relationship with agencies dealing with women's issues at the local level. Collaborative efforts are also undertaken particularly with the Cottage Industry for Women Project. But, in all senses, the issue has yet to take the shape of an institutionalised approach.

4. Project results

Some of the project results show encouraging signs of women's participation. Table 9 shows the extent of women's participation in the outcome of skill training programmes.

Table 9. Extent of women's participation in skill training outputs

Particulars	Extent of women's participation in %		
	Phase I	Phase II (As of 30 April 1990)	Total
Training outputs	53.2	48.0	49.9
Placement in job	60.9	51.9	54.2
Continuance with job	58.8	64.6	63.6

Source: TRUGA Project Office Records.

As the table shows, women account for half of the total persons trained, more than half of the total trainees placed in jobs, and nearly two-thirds of the trainees who are continuing with their respective jobs.

The TRUGA project has also shown some success in strengthening the organisational capacity of DCVI to launch skill training and employment generation programmes for women. The achievement in this regard includes: first, DCVI now has a pool of 32 women instructors trained in TRUGA methodology particularly in such areas as knitting and tailoring. This number can manage to handle training courses in these two skill areas even if the project is expanded to cover many more districts and sites. Secondly, many courses in new gainful activities have been designed which are applicable to women. They include training in soap making, dhaka cloth weaving, local fibres processing, apple processing, ginger peeling, etc. However, it is not clear why women are not participating in these new activities on an equal basis with men. Finally, DCVI's organisational capacity to design and conduct skill training programmes for women in rural areas has been promoted.

The TRUGA Project has also learned how to mobilise the support of many other agencies of similar purpose in launching its activities. This has helped to initiate the establishment of institutional linkage among supportive agencies including those dealing with the improvement of income, employment and welfare of women. But, the process is as yet at a nascent stage, obviously calling for more systematic efforts in the future at all levels.

The TRUGA Project has also recorded some success in improving the situation of rural women. First of all, the project has trained a number of women in different activities and helped to place them in gainful jobs. Secondly, it has helped to promote awareness among the women about the opportunities around them.

As viewed by TRUGA managers and implementors, such measures as: identification of more new activities for training, motivation of women towards these new activities instead of their few traditional activities, incorporation of literacy and management components in the training packages, provision of women instructors, and more concern for women in planning, delivery and follow-up of training activities would exert more impact in the extent of women's participation and benefits in a general programme like TRUGA which is geared to promote income and employment generation for poor people in the rural areas.

However, in spite of all the positive results mentioned above, TRUGA as a project does not appear to have exerted any significant impact on Government awareness and policies relating to the integration of women in the process of training and employment. As viewed by DCVI officials, TRUGA is too small to create such a large impact. The two national seminars held for disseminating the experiences and insights of the Project to other agencies did not discuss this theme in any specific way since they did not have this purpose; however, there could be scope for such activities in the future. It is believed that the incorporation of such a vital element like how to promote and strengthen women's participation in all aspects of TRUGA activities in future TRUGA seminars could produce useful outcome for successful integration of gender issues in skill training programmes.

D. Points of entry for integrating women into TRUGA

The TRUGA Project in Nepal offers a mixed picture of women's participation. In the case of most components, the extent of women's participation is found to be very low whereas in the case of skill training beneficiaries the number of women constitutes almost half of the total. As the project did not have any special provision for women, the picture TRUGA has offered is not surprising. Rather, a large number of women among the trainees is encouraging. But, this is not deliberate and hence cannot be guaranteed in future. It is, therefore, necessary that certain points of entry be identified and considered if women are to be integrated systematically into all the activities of the TRUGA Project.

- The most critical point of entry for integrating women is the disaggregation of target beneficiaries by sex. So long as the consideration of women is vaguely stated as is done in the Project Objectives of TRUGA Phase I and Phase II, the integration of women cannot be ensured. On the other hand, once the objective clearly and categorically indicates the extent of women's participation and benefits in quantitative and qualitative terms, a chain effect will occur in all components of the project to meet these objectives. Such a consideration of gender issues will lead to the creation of specific scope for inclusion of women in all key inputs and provisions of the project including the services of international experts and national professionals, managerial and professional staff of the project, provisions of training and fellowships at home and abroad, and allocation of other project benefits, facilities and responsibilities. Needless to say, the extent of women's participation as skill trainees, job practitioners and income earners would be promoted and ensured.

- The second important point of entry is the spelling out of achievement and impact indicators by sex. Once this provision is made, gender issues will be considered in all aspects of project activities right from needs assessment, course identification, trainees and site selection, preparation and delivery of training, and placement and follow-up to monitoring and evaluation of project outcomes and impact. This will generate a convincing case for deliberate consideration of women's participation as professional staff, trainers, trainees, and involvement of agencies dealing with women's issues at different levels.

- Provision should be made for the inclusion of expertise in gender issues in the TRUGA Project Team, to ensure the integration of women into project activities and extend expert services for planning, implementation and evaluation of the programme for the purpose in close co-operation with all other experts or professional staff responsible for different aspects of project activities.

- Certain special provisions should be made for ensuring the equal participation of women in training, workshops, seminars, fellowships, study tours, and other staff development activities of the project. This will work as an attraction for qualified women to work in the project.

- The number of women instructors should be increased particularly in non-traditional subjects or newly identified gainful activities. This will not only diversify the range of training subjects but also encourage women to join training in many new activities. In both the cases, the opportunity of women's employment and income is likely to increase.

- One important point of entry is that TRUGA should work more in close collaboration with organisations or agencies directly dealing with promotion of women's employment, income and welfare such as Women Development Office, Women Training Centre, Women Co-ordination Division of the Department of Labour, and many others. One idea for consideration is that TRUGA will develop courses, conduct training and provide other technical support to groups of women trainees provided by the said organisations which will also take care of their placement and follow-up.

- The TRUGA Project should duly take into consideration and reflect the national policies and priorities concerning women in development issues. For this purpose, TRUGA should take part in those committees or bodies formed to co-ordinate the activities of women's training programmes.

- The TGF scheme (a scheme to provide loans without collateral against the guarantee of a fund deposited by the project) should take steps to ensure the access of women to such benefits. At the moment, women are not benefitting equally with men.

- Finally, an institutional provision should be made at the local level to promote, facilitate and support the post-training involvement of the trainees including women in gainful activities. This is easier said than done. It is, therefore, necessary to give serious consideration to this issue if the effective utilisation of training is to be promoted not only for the women beneficiaries but all trainees trained by the project.

III.TRUGA methodology and consideration of gender issues

This chapter reviews TRUGA as a training methodology and seeks to identify the extent to which the needs and participation of women are considered in its various components. On this basis, certain recommendations are made for improving the methodology in general and for promoting the scope of women's participation in particular.

A. TRUGA methodology

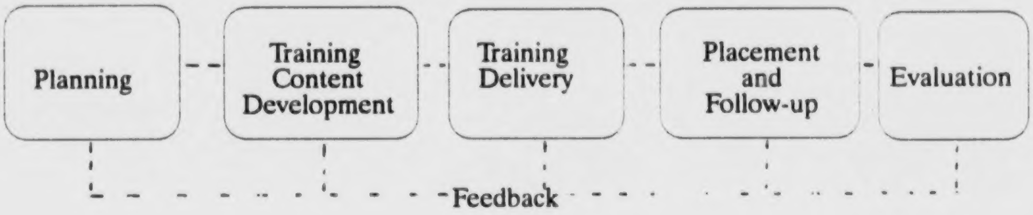
TRUGA is a vocational training methodology designed to promote and support income and employment generating activities for poor rural people of developing countries. The methodology is employment-oriented at the local basis and, therefore, it tries to relate training directly to identified employment and income opportunities in the rural areas. There are two fundamental ideas upon and within which the methodology is based and built. First, it views training entirely in instrumental terms - as a means of facilitating gainful activities in the community on a self- or wage-employment basis. The underlying assumption here is that "all income generating activities either require or can be improved by the acquisition of certain skills and knowledge, and that the role of vocational training is to bridge the gap between existing levels of skills/knowledge in the trainee and those required for carrying out a specific gainful activity".[9] Secondly, TRUGA recognises that actual participation of the trainee in gainful activity is the ultimate goal of training. The implication is clear: **training is only one component of an income-generation or employment-promotion programme;** placement and follow up support for proper application of training is equally important. Accordingly, the conceptual framework of the TRUGA methodology calls for imparting the required amount of training in a relevant activity on the one hand and providing the necessary post-training assistance in the form of placement support and follow up services on the other.

TRUGA adopts a systems approach for designing and delivering vocational training programmes. It contains a set of inter-related steps in the process of planning, preparation, delivery, placement and follow-up, and evaluation of training activities. Each step is operationalised following the manuals, instruments and procedures of the methodology. This is done in support of the methodology's goal of making training systematic, useful and purposeful.

B. Components of the TRUGA methodology and consideration of gender issues

The TRUGA methodology consists of a linear series of five broad components namely Planning, Training Content Development, Training Delivery, Placement and Follow-up, and Evaluation. All the components are focussed towards the attainment of the ultimate goal of the methodology. Every preceding component sets the basis for functioning of the succeeding component while the evaluation component provides feedback to all five components. The components of the TRUGA methodology and their inter-relationship are shown in Chart A.

Chart A. TRUGA methodology components



1. Planning

The first component of the methodology relates to planning, which is done at two levels - central and local. Central planning is a continuous process which takes place throughout the implementation of the methodology; certain specific events, however, occur at the initial stage in order to facilitate the activities of the subsequent stages.[10] Key elements of central planning include such events as: (a) establishment of the core group (i.e. TRUGA Implementation/Management Team); (b) policy formulation for identifying the target group; (c) formation of a rural training council; (d) development of an inventory of training facilities; and (e) planning of the staff development activities.[11] All the said activities are concerned with central level policy and management and are, therefore, done or planned in advance, in preparation for the implementation of the methodology.

Local planning is an important component of the methodology, which primarily deals with such elements as: (a) selection of sites for training, (b) identification of relevant activity for training, and (c) selection of trainees. With a view to ensuring that the activities are conducted in a purposeful way for producing convincing results, decisions are made on the basis of rigorous surveys of the community's status, needs and potentialities, and rounds of discussion with local government agencies, community leaders and people including prospective beneficiaries. The process is called local because it takes place at the lowest level of the administrative structure of the methodology; it is also called 'consultative planning' because the approach is participatory.

Many of the gender issues can be considered in the planning component of the methodology. The process of central planning can offer scope for considering government policies and priorities as regards women, analysing women's needs, interests, problems and constraints, devising a mechanism to encourage and motivate women, establishing general or specific methods to reach women, involving and consulting women or persons having sensitivity to and expertise in women and development issues, and exploring processes of decision making and management to ensure women participate and benefit. But, the methodology is currently too general and lacks any specific or direct provision for assessing the situation of women.

It seems that the participation of women is taken for granted once the activities are designed for reaching the rural poor. The only evidence of explicit consideration of women is found in the specification of the target group. In this regard, the methodology states:

Categories of people which may be considered for inclusion in the target population are as follows: landless farm workers, destitute women, unemployed youth, subsistence farmers, handicapped persons, and etc.[12]

Moreover, TRUGA's essential feature of conducting training through mobile camps does facilitate women's participation. In justification of mobile training, TRUGA methodology says:

Based on the difficulty of the rural poor to gain access to vocational training programmes established in fixed training centres and the difficulty of fixed programmes to offer skill training relevant to rural economic realities, TRUGA has been designed to bring training activities to rural beneficiaries within or near the communities where they live and ... at locations which permit the trainers to walk to the training site and to live at home during the period of their training.[13]

The elements of local planning are exclusively meant for meeting three purposes: promoting the access of poor people to training opportunities, making training directly relevant to local needs, and ensuring the actual participation of the target group in the programme.

The first purpose relates to selection of training sites, and in this regard, in view of the difficulty of the poor people (especially women) to be away from their families for a long period or to travel a long distance to attend training, TRUGA seeks to mount training at localities easily accessible to all beneficiaries. Sites for training are proposed and selected on the basis of such criteria as: (a) absence of similar on-going or planned training programme in the proposed area (to avoid duplication), (b) availability of institutional sources of credit (to promote placement), and (c) accessibility to technical assistance and follow-up support (to facilitate monitoring, supervision and other services); and interest and enthusiasm of local authorities and target population, incidence of poverty and unemployment, and availability of training resources in the locality are also duly considered.[14] Training "centres" are organised in community centres or school buildings or even tents are erected if required.[15]

In order to see that training is provided in relevant activities and in the required amount, the methodology provides for three surveys and a series of consultation meetings with local government offices, community leaders and the local people before the training subject is finally selected. These surveys include a Community Survey for generating baseline information of the topography, economic activities, resources and opportunities of the training locality, a Consumer Demand Survey for determining what goods and services are bought and sold and which are in excess demand vis-a-vis supply, or are of unacceptable quality, and a Market Opportunity Survey for analysing the market potential of various types of training related products and services.[16] The findings of the surveys are discussed with local people through three rounds of Local Training Council (LTC) meetings and the activity is finally selected for training.

Selection of trainees is done on the basis of set criteria to favour those who need training most and who can utilise it best. Nevertheless, priority is given to relatively disadvantaged groups e.g. women, poor and handicapped.[17]

The local planning process of TRUGA methodology does not identify explicit mechanisms for promoting women's participation. The surveys conducted at this stage are completely gender insensitive, which has implications for all the subsequent activities. But, there are some provisions which directly or indirectly provide scope for women's benefits. To begin with, the location of a training site within walking distance of trainees is convenient for both men and women. But, as men are more mobile vis-a-vis women, it can be said that the provision is more favourable to women. The surveys are of general nature but the discussions held in consultation meetings and LTCs offer ample scope for entertaining the case of women if due care is taken to assess and appreciate the specific needs of women by motivating them to participate in and express their views. It is in the course of this process that local level organisations dealing with women and local level women leaders are also being consulted and involved. The composition of LTCs, which play a significant role in decision-making, must therefore include women as well.

2. Training content development

The second component of TRUGA methodology is Training Content Development which deals with making all preparations for the delivery of the training programme. Prominent elements of this component are the development of the training course and the training of instructors.

TRUGA designs training content so as "to provide the skills needed to become operational in the gainful activity" on a wage- or self-employed basis.[18] It is, therefore, geared to meeting trainees' needs and local market demands. The results of the surveys, LTC discussions, and trainee profiles are used for the purpose. Each training course necessarily includes a statement of learning activities (course objectives), specification of training tools, equipment and materials, clarification of instructional criteria, instruments for evaluation of trainees, and guidelines for the instructor conducting the course. Needless to say, the training content is developed in the design of a training module. The entire process of training content development is handled by the Training Content Development Unit located at the Central Office of the TRUGA structure but, of course, using the services of the instructors specialised in the subject matter of the respective courses who are also trained in TRUGA methodology and who are supposed to work at the training sites. This activity is purely pedagogical and does not include anything about gender issues. Nevertheless, as the local planning process identifies many new gainful activities for training in rural areas, which eventually leads to development of training content in each of them, the methodology is likely to expand in scope and range to promote new opportunities for women.

Instructors play crucial roles in most components of TRUGA methodology. They may be of use in conducting surveys and analysing their outcomes in the course of local planning. Their experience as trainers and their technical knowledge of the subject matter serve a significant purpose in training content development. Instructors make the major contribution to conducting training courses effectively and successfully. They provide assistance required by the trainees to start up and expand gainful activity after training. Finally, instructors are responsible for the evaluation of the training courses and the trainees' achievement and progress. Above all, in working most closely with the beneficiaries and the community, instructors play prominent roles in many ways in the implementation of the TRUGA methodology. By many counts, a TRUGA course is as good as its instructors. Hence, the importance of instructor training in the TRUGA process as well as in gender issues.

Instructor training is conducted by the Training Delivery Co-ordinator in co-operation with the Training Content Co-ordinator. It consists of a course in instructional techniques, construction and use of training materials, and evaluation of training content and trainee's achievement.[19] The programme is organised at a convenient location to accommodate different groups of instructors. There is considerable scope for promoting women's participation by giving priority to women in recruitment of instructors, provided qualified women are available.

3. Training delivery

The third component of the methodology namely Training Delivery takes TRUGA to the rural people and the community. Major elements of this component are: (a) preparation of a training site, (b) acquisition of required tools, equipment and materials for launching training, (c) implementation of training with the help of trained instructors, and (d) evaluation of each trainee's progress and training courses. The operationalisation of these activities is handled by the local co-ordinator with active support of the Training Delivery Co-ordinator and the concerned instructors, and in co-ordination with all members of the TRUGA implementation team.

The success of the methodology largely depends upon the effectiveness of this component. This is the stage at which all the activities of the preceding components are to show results. Training delivery is, indeed, the means of translating TRUGA goals into the achievements of the target population.

Many activities under this component create scope for taking care of the needs, problems and interests of women. First of all, there is scope for involvement of women in site preparation. Secondly, in course implementation, the level of women's awareness, motivation and concern can be raised through curricular and extra-curricular activities in the case of participating women and through spread effects in the case of other women of the community using the beneficiaries as the agents. The opportunity can also be utilised for finding out the special problems and needs of women in the community. Thirdly, depending upon the availability of time and resources, certain extra training activities such as the ones relating to literacy, management and confidence development may be introduced in support of women. The situation may be more favourable if the instructor is sensitive to gender issues and the specific needs of women. Fourthly, preference can be given to women trainees in the sale of tools and equipment used in training at reduced prices provided their performance during training is equally convincing vis-a-vis men trainees. Finally, the evaluation of trainees' progress and training courses and the experiences of the instructor gained in the course of launching training can produce much pertinent information about women's special needs, interests and problems, which could be of valuable use for improving the course or replicating it elsewhere with due consideration for women's participation.

For this purpose, needless to say, trainers, male or female, would need to be adept in group participatory approaches to learning i.e. ways of fostering group problem solving and identifying solutions that go beyond the acquisition of mere technical skills. This is especially relevant if women trainees are to go into business afterwards.

4. Placement and follow-up

As stated earlier, the TRUGA methodology views training as only one component of an income or employment generation programme; the second component is the application of training by trainees in gainful activity. One key measure of the methodology's success is, therefore, the extent to which the trainees are gainfully employed. Placement and follow up, which mark the transition between providing training and creating employment, is a critical component of the methodology. Under this component, many activities are done to support the trainees in starting up a gainful activity leading the methodology far beyond the mere production of trained people. Such activities, which begin immediately after the completion of training delivery, include:

- preparation of the work site,
- application for bank loans,
- purchase of tools and equipment,
- start up of production and sales of goods and services.

On top of that, follow up services are provided at convenient times and intervals to solve operational problems the trainees come across in the course of applying training in a gainful activity. The services of local co-ordinators and instructors are used for this purpose.

Although the methodology does not provide any explicit provision to meet the needs of women, there is ample scope for ensuring these are taken into consideration in the placement and follow up component. As attention is given to all trainees on an individual basis, women's access to facilities and benefits can be ensured here if proper attention is given to their gender-specific needs. Many problems women encounter in entering gainful activities, which may go beyond the purview of skill training, can also be solved if the person assigned for follow up activity is properly trained and sensitised.

5. Evaluation

Evaluation is the fifth component of the TRUGA methodology. Recognising the utility of the evaluation outcomes for validating the application of the methodology, improving the effectiveness of implementation by diagnosing the weaknesses and introducing corrective measures, and for strengthening the capacity and confidence of the implementation team, TRUGA has made explicit provisions for both internal and external evaluations.

Internal evaluation includes the evaluation of training courses by trainees and trainers, and the evaluation of impact on wage- and self-employed beneficiaries. All internal evaluations are done by the members of the TRUGA implementation team, whereas the external evaluation is to be conducted by a person not connected with the TRUGA team, after the lapse of one year from the completion of the training course.

The evaluation component of the methodology does not make any formal demand for gender-specific analysis. If required, the methodology should be adapted to make separate analysis of impact on both sexes and develop a comparative picture. Such an exercise can be done in both course and impact evaluations.

C. Recommendations

In many ways TRUGA appears to be a suitable vocational training methodology for rural areas. Its main asset is its holistic "systems" approach. Since TRUGA is directly addressed to the rural poor, aimed at imparting training in relevant activities to people who need it most, at accessible places, and geared to the immediate application of training to gainful activity, the methodology seems applicable for designing and delivering income and employment generation programmes for the alleviation of rural poverty. Though primarily developed for rural areas, TRUGA is equally applicable to urban areas. Against this background, the TRUGA methodology can also be instrumental in the promotion of women's employment and income generation. Nevertheless, there is scope for improving TRUGA as a training methodology to ensure the participation and benefits of women. The following recommendations are meant to serve this purpose.

- The target group should be disaggregated by sex.
- The TRUGA implementation team should include a staff member to ensure the integration of gender issues in the methodology.
- In conducting TRUGA planning processes, explicit provision should be made for considering and supporting government policies and priorities as regards women.
- Gender specific information should be incorporated into TRUGA surveys. This calls for revision of survey instruments and methods of analysis which are contained in TRUGA Manual Volume IV.
- Participation of women should be promoted in the formation and meetings of LTCs. As necessary and appropriate, separate meetings could also be held. Attention should be given also to the leader of group discussions to ensure the equal participation of women.
- Steps should be taken to recruit women instructors and also to train women who are potential candidates for this purpose. It is also necessary to train interviewers and field project staff in gender awareness.
- Training delivery should make provision for launching supportive activities for women such as functional literacy classes, management training and confidence building activities.
- Under placement support, priority should be given to women when and where they are comparable with men in other indicators of performance and prospects. Follow up activities should also take care of the special needs and problems of women, and the methodology should provide for assigning women instructors for follow up of women beneficiaries as far as possible.
- The methodology should mention explicitly the extent of women's participation and benefits as specific indicators of achievement. Moreover, it is also recommended that all monitoring, evaluation and report-

ing activities of the methodology seek to duly entertain the needs and problems of women.

- Finally, the training of trainers is a vital point. Needless to say, the recruitment of women trainers should be given priority.

References

1. The set of manuals consisted of eight volumes under such titles as: (a) *User's guide,* (b) *Central planning,* (c) *Local planning,* (d) *Survey and data analysis,* (e) *Training Content Development,* (f) *Instructor training,* (g) *Training Delivery Co-ordinator,* and (h) *Evaluation.*

2. The training sites were Chaurikharka (Solukhumbu district), Sano Siluwari (Sindhu Palchok district), Khopasi (Kabhre Palanchok district), Bhatte Danda (Lalitpur district) and Gularia (Bardia district).

3. TRUGA Project Office, *TRUGA Project in Nepal : A Review,* Kathmandu, 1988, p.10

4. See TRUGA Project Documents, NEP/86/014 and NEP/88/033

5. See TRUGA Project Document, NEP/88/033

6. See *Rural training for employment and income generation : Applying the TRUGA training methodology* Phase II NEP/88/033, Report of the Evaluation Mission, Kakthmandu, June 1990.

7. Bhuchandra P.R. Baidya, *TRUGA Project in Nepal : An Impact Evaluation of Phase I* (1986-88), Kathmandu, 1990, p.38

8. At present, DCVI has only two women in officer rank out of over 70 such positions. They include one Deputy Director and the lady officer referred to here.

9. A. Gorham and A. Espinoza, *Rural vocational training in developing countries: recent experiences and lessons learned,* ILO, Geneva, 1989, p.51

10. ILO/SIDA, *TRUGA user's guide to TRUGA manuals* Volume I, n.d., p.10

11. Ibid.

12. ILO/SIDA, *TRUGA Central Planning Manual,* Volume II, n.d., p.8

13. ILO/SIDA, op.cit. No.2, p.2

14. Bhuchandra P.R. Baidya, 'TRUGA Methodology and Applicability' in *Report of the National Seminar on TRUGA Training Methodology*, TRUGA Project Office, Kathmandu, 1987, p.31

15. ILO/SIDA, op.cit., No.2, p.3

16. See ILO/SIDA, *TRUGA Surveys and Data Analysis Manual,* Volume IV., n.d.

17. Bhuchandra P.R. Baidya, op.cit. No.6

18. ILO/SIDA, *TRUGA Training Content Development Manual,* Volume V, n.d., p.2

19. ILO/SIDA, op.cit. No.2, p.16

IV. Effects of TRUGA activities on women participants

These chapters report the findings of the field survey to assess the effects of the TRUGA Project on women. Certain suggestions are also given for improving the effectiveness of TRUGA activities in this regard.

A. Major findings

1. *Characteristics of beneficiaries*

Out of 140 beneficiaries interviewed, 119 persons including 70 women were self-employed, whereas 21 persons including ten women were wage employed.

Most of the respondents (i.e. 60 out of 140) belonged to the age group 16-19, with 38 in the age group 20-24. The number of respondents of age group 25-29 was 22, whereas the number of respondents of age group 30-35 was 16. Only four respondents were aged 36 and above (see Table 10).

Table 10. TRUGA beneficiaries according to age groups

	No. of beneficiaries		
Age groups	Male	Female	Total
16-19	17 (12.1)	43 (30.8)	60 (42.9)
20-24	17 (12.1)	21 (15.0)	38 (27.1)
25-29	10 (7.1)	12 (8.6)	22 (15.7)
30-35	10 (7.1)	6 (4.3)	16 (11.4)
36 and above	4 (2.9)	- (-)	4 (2.9)
Total	58 (41.3)	82 (58.7)	140 (100.0)

Note: Figures inside brackets indicate percentages.

Source: Field Survey

The majority of TRUGA beneficiaries (i.e. 75 including 36 women) were married. Out of 63 unmarried beneficiaries, 44 were women. Also, two women involved in the project were widows (see Table 11).

Table 11. Marital status of TRUGA beneficiaries

	No. of beneficiaries		
Marital status	Male	Female	Total
Married	39 (27.8)	36 (25.8)	75 (53.6)
Unmarried	19 (13.6)	44 (31.4)	63 (45.0)
Widowed	-	2 (1.4)	2 (1.4)
Total	58 (41.4)	82 (58.6)	140 (100.0)

Note: Figures inside brackets are percentages.

Source: Field Survey

Out of 140 persons interviewed, 50 persons were literate while 17 persons were illiterate. Among the literate ones, 58 persons including 40 women had basic literacy; 29 persons including 15 women had primary level education; and 31 persons including 12 women had secondary level education. Five persons including one woman were S.L.C. graduates.

2. *Impact of TRUGA assistance*

Of the 140 respondents, all had received different kinds of assistance from the Project.

Of the different kinds of assistance received from the TRUGA Project, all mentioned training to be one of them. Of the training organised in various sites, 13 persons (12 women and one man) had received training in machine knitting, 66 persons (35 women and 31 men) in cotton textile/dhaka weaving, 20 persons in woollen textile/carpet weaving, 18 persons (12 women and six men) in wool/local fibre processing, 20 persons (seven women and 13 men) in pottery and three persons (one woman and two men) in soap making. It becomes evident from these figures that, except for pottery and soap making, women outnumbered men in receiving different kinds of training from the project.

Table 12. Educational status of TRUGA beneficiaries

	No. of beneficiaries		
Educational status	Male	Female	Total
Illiterate	3 (2.1)	14 (10.0)	17 (12.1)
Literate	18 (12.8)	40 (28.6)	58 (41.4)
Primary level education	14 (10.0)	15 (10.7)	29 (20.7)
Secondary level education	19 (13.6)	12 (8.6)	31 (22.2)
S.L.C.	4 (2.9)	1 (0.7)	5 (3.6)
Total	58 (41.4)	82 (58.6)	140 (100.0)

Note: Figures inside brackets are percentages.

Source: Field Survey

Reasons for participating in training in TRUGA Project activities varied from one person to another. Of the 64 women respondents to the question, 44 mentioned that it was to acquire the knowledge of different skills, 30 for raising income, 8 for running industries in the area of skill developed from the training, and mention was made only once to make productive use of spare time. The mention made by the women respondents confirms that they were keen to learn a variety of skills.

As far as the men's reasons for participating in the project is concerned, the highest number (32) mentioned that they participated in the project to learn a variety of skills. Others mentioned running industries (29), getting employment (13), and utilising their spare time in productive work (5). These figures indicate that, like women, more men were interested in learning different kinds of skills.

There is a divided opinion about the adequacy of TRUGA training programmes in terms of using the skill after the training. Twenty-two (eight women and 14 men) said that the training programmes were adequate. However, 106 persons (67 women and 39 men) stated that the training programmes were only adequate to some extent. Only 12 persons (seven women and five men) expressed the opinion that the training programmes were inadequate to cope with their requirements as practitioners of the job on a wage- or self-employment basis (see Table 13).

Table 13.Respondents' opinion about the adequacy of the TRUGA training

	Opinions			
Sex	Adequate	Adequate to some extent	Inadequate	Total
Males	14 (10.0)	39 (27.8)	5 (3.6)	58 (41.4)
Females	8 (5.7)	67 (47.9)	7 (5.0)	82 (58.6)
Total	22 (15.7)	106 (75.7)	12 (8.60)	140 (100.0)

Note: Figures inside brackets are percentages.

Source: Field Survey

In Parsyauni 12 persons including three women involved in pottery said that the training programmes were adequate.

A high majority of the beneficiaries involved in machine knitting, woollen textile/carpet weaving and soap making stated that the training programme was not adequate. This is not surprising in view of the short duration of training courses which consequently can only provide basic level skills. However, one woman in each of the regions Kolti, Kachanapur, Daijhi and Jhallari and two men involved in cotton textile/dhaka weaving in Kachanapur said that the training was adequate.

In Baklekh, only two persons (one woman and one man) involved in wool/local fibre processing stated that the training imparted to them by the TRUGA Project was adequate.

Of the total respondents, a number of women (54) reported that they obtained different kinds of equipment at concessional rates. The number of men obtaining equipment at concessional rate is 34. These figures confirm that women are more enthusiastic in using the skill learned after the training, compared to men.

Thirty-four training beneficiaries (17 men and 17 women) responded that they had taken loans from the banks by pledging collateral. Women outnumbered men in taking loans without any tangible collateral. The number of such women is 25, 16 in the case of men.

A higher number of women (30) reported to have received technical assistance after the training from the project, which is higher than that of men (12). However, that number (42 including men and women) is quite low when compared to the total beneficiaries of 140.

Of the 113 persons who responded to the question of usefulness of TRUGA assistance in generating income 94 persons (46 men and 48 women) expressed the opinion that TRUGA's assistance was helpful to generate income. The rest 19 responded negatively. Maybe they did not get any assistance except training or the assistance provided to them was inadequate (see Table 14).

Table 14. Respondents' opinions about TRUGA's assistance for income generation

	Opinions		
Sex	Helpful	Not Helpful	Total
Males	46 (40.7)	9 (8.0)	55 (48.7)
Females	48 (42.5)	10 (8.8)	58 (51.3)
Total	94 (83.2)	19 (16.8)	113 (100.0)

Note:Figures inside brackets are percentages. In this case, the total number of respondents is 113, because 27 respondents did not respond to the questions.

Source: Field Survey

A divided opinion is observed in regard to the question of adequacy of TRUGA's assistance in leading both men and women in the project areas, to viable income-generating activities. In total, 45 persons, including 21 women, affirmed that the assistance provided by the project for this purpose was adequate. However, 77 persons, including 48 women, stated that the project's assistance was adequate to some extent and 12 (four men and eight women) expressed the opinion that the project's assistance was inadequate to start up the activity or to improve their skills.

3. Women's participation in decision-making level meetings

An attempt was made to identify the participation of women in the training meetings, to make decisions on project activities in the area of selection of training course, determining the number of women participants in training, duration, venue and schedule of training, determining the content of training, providing loans, technical support, and equipment, and marketing of produce, etc. A negligible number (4) reported that they were aware of such meetings but the rest were unaware of them.

The women interviewed said that they did not participate in the decision-making meetings because they were not informed about them. The women who were aware of the meeting reported that they did not participate in such meetings because of the lack of time. It was observed that women were too shy to participate in the meeting and preferred their husbands to participate.

4. Women's participation in community activities

Although community development activities are not organised by TRUGA, it is assumed that beneficiaries after training will be more active in bringing development to their respective communities. However, no such thing has happened so far.

5. Change in production of goods and services

After their participation in the project, all the women interviewed experienced a boost in the production of goods. As a result, there was also a change in services.

On average, about one percent of women's production of goods was used for home consumption and the other 99 percent for sales. This was discovered because they wanted to re-use the money for buying raw materials, goods for household consumption and paying the loan. The situation is similar in the case of male beneficiaries.

In most cases, the rupee value of the total sales of women's production of goods did not exceed Rs.11,000. However, in Bayal Pata and Kachanapur the value of sales of women's production was as high as Rs.20,000.

6. Impact on women's income

Most of the employed women after training were found employed on a self-employment basis. Nevertheless, ten women were wage employed in a private sector carpet industry at one site. The self-employed women were mostly found involved in new, non-traditional trades.

Particulars of the income generated by women beneficiaries through income generation activities after the training are presented in Table 15.

It is evident from the following table that 11 out of 80 women generated a monthly income of Rs.500 to 600, while in 19 cases the level of income ranged between Rs.400 and Rs.500. In another 14 cases, the level of income was Rs.300 to 400. Likewise, ten women generated a monthly income of less than Rs.100.

All the women interviewed expressed the opinion that their income levels improved after their participation in the project activities. This is because of the fact that the new income was a net addition to the earlier income.

Apart from the TRUGA supported purchases of equipment and raw materials in the course of the initial placement, all respondents had made purchases of their own. In general, the items of such purchases included raw materials, knitting machines and looms. Although raw materials , knitting machines and other equipment were brought from outside, a few beneficiaries practicing weaving had bought looms made locally by carpenters.

Table 15. Income levels of women beneficiaries

Average monthly Income per head	No.of beneficiaries of different trades						
	a	b	c	d	e	f	g
Less than Rs.100	-	4	5	-	1	-	10
Rs.100-200	3	9	-	-	2	-	14
Rs.200-300	2	6	3	-	1	-	12
Rs.300-400	3	9	2	-	-	-	14
Rs.400-500	3	2	5	8	1	-	19
Rs.500-600	2	5	-	1	2	1	11
Total	13	35	15	9	7	1	80

Where the headings are: a. Machine Knitting
b. Cotton/Textile/Dhaka Weaving
c. Woollen/Textile/Carpet Weaving
d. Wool/Local Fibre Processing
e. Pottery
f. Soap Making
g. Total

Note: In this case, the number of women beneficiaries is 80, because 2 women did not like to respond.

US$ 1 = NRs.28.00 (as of mid-July 1990).

Source: Field Survey

The rupee value of purchases made by the beneficiaries varied from Rs.3000 to Rs.10,000 with the exception of a few beneficiaries. In many cases, money was spent on the purchase of raw materials.

The respondents expressed the opinion that they had no difficulty in selling their products. Most of the goods produced were consumed in local markets within a few hours walking distance of the villages where the goods originated. One of the major reasons for having no difficulty with sales was the small scale of production. In most cases, the rupee value of total sales did not exceed Rs.11,000. However, in Bayal Pata and Kachanapur the value of sales was as high as Rs.20,000.

None of the respondents suffered a loss. Although the size of the profit was small, all respondents were making profits.

Of those who borrowed loans from the banks about ten percent had already made full repayment, 75 percent had paid back partly and 15 percent had not made any repayment. Those who had not made any repayment were the small borrowers.

The multiplier effect of TRUGA training was noticed in all training sites. On average, the size of the multiplier was two. In other words, one beneficiary trained two new persons in the trade he or she was trained in by TRUGA. Those who received training were family members, relatives, friends and neighbours. However, the majority of them were family members.

7. Economic security

Of the 82 women surveyed, 64 said that they became economically secure after participating in the project, because they had started earning cash income.

Those women who felt secure had begun to save their earnings and reinvest them in productive sectors. In this regard, two women had purchased cattle, five deposited money in banks, one bought equipment for productive work. It was also found that they bought raw materials and paid the loan. However, the majority spent their earnings on goods for household consumption.

8. Control over earnings

The TRUGA Project has emerged as an effective programme in leading women towards economic betterment.

Although 64 women were able to save earnings after participating in the project, only 20 women had exercised control over their earnings. It was also discovered that 31 women's earnings were under the control of their fathers, 19 women's incomes were under the control mostly of their husbands and eight women's incomes were at the disposal of others. For details, see Table 16.

Table 16. Opinions about saving control

Women involved in different activities	**Control**				
	Self	**Husband**	**Father**	**Other**	**Total**
a.	2 (2.6)	6 (7.7)	4 (5.1)	-	12 (15.5)
b.	11 (14.1)	4 (5.1)	14 (17.9)	5 (6.4)	34 (43.6)
c.	2 (2.6)	7 (9.0)	5 (6.4)	1 (1.3)	15 (19.2)
d.	1 (1.3)	1 (1.3)	7 (9.0)	-	9 (11.5)
e.	3 (3.8)	1 (1.3)	1 (1.3)	2 (2.6)	7 (9.0)
f.	1 (1.3)	-	-	-	1 (1.3)
Total	20 (25.6)	19 (24.4)	31 (39.7)	8 (10.3)	78 (100.0)

Where the headings are: a. Machine Knitting

b. Cotton/Textile/Dhaka Weaving

c. Woollen/Textile/Carpet Weaving

d. Wool/Local Fibre Processing

e. Pottery

f. Soap Making

Note: Figures inside brackets are percentages.

Four women did not like to respond.

Source: Field Survey

9. Change in skills

The project has brought about changes in women's skills in different project sites. This is evident from the fact that 75 women in different project sites said that there had been a change in their skills after participating in the project.

Forty-five women mentioned that they learned new skills from the project. The skills mentioned were managerial skills (32 cases), entrepreneurial skills (43 cases), decision-making skills (15 cases) and leadership skills (12 cases). Likewise, 12 women mentioned that they were able to develop group organisational capacity and confidence. These skills were developed by the beneficiaries after the training through learning by doing.

All the women interviewed expressed the opinion that the change in skills had also helped them to generate more income.

10. Utilisation of TRUGA resources/services

Of the 82 women interviewed, 60 women were aware of TRUGA resources/services. Among them, 54 women tried to take advantage of TRUGA resources/services. The other 28 women did not try to take any advantage of resources/services.

In total, 15 women out of 82 said that they did not use TRUGA resources/services because they did not approach them. However, seven women stated that they could not utilise the resources/services because they could not approach the concerned officials. The majority of women (i.e. 76 out of 82) stated that there was no discrimination on the basis of sex, while four women said that they were discriminated against. One woman argued that men were discriminated against compared to women.

11. Impact on assets creation

The survey information reveals that the TRUGA Project has made a significant contribution towards assets creation on the part of women. In total, 54 women reported that they obtained productive assets from the project, of which six women secured knitting machines, 31 women procured looms and raw materials, seven women obtained potter's wheels and one woman secured equipment necessary for making soaps. Those who could not buy mentioned that there were not enough assets available for all training. Also many of them were unable to get credit to purchase the assets.

All the knitting machines, looms and potter's wheels supplied by the project were operating well. However, the equipment provided for making soaps was not used due to the lack of raw materials in the areas.

As far as the productive assets secured by men is concerned, 34 men secured them, of which one man procured a knitting machine, 31 obtained looms and raw materials, 13 men secured potter's wheels and two men obtained equipment for making soaps.

All of the beneficiaries reported that they used the productive assets for income generation. As a result, their attitude towards the project is positive.

12. Change in household work

The TRUGA Project activities have brought about some changes in household work. In total 57 women from different project sites said that their participation in the project brought about changes in household work. More time was reported to have been allocated to productive work than to domestic chores. These changes were in adjustment of time between domestic and productive works.

Forty-three women expressed the opinion that after their participation in the project activities there had been a division of labour among the family members, thirty-nine women stated that they were also involved in productive as well as domestic work.

Twenty women said that they had been able to control resources better in their houses after their participation in the project activities.

Fifty-nine women held the opinion that they were respected by their family members after they started earning cash income, and 42 said that they were more respected by their friends and neighbours after their participation in the project.

Fifty-five women felt that they considered themselves to be better off after participating in the project because they were earning cash; which was used for the betterment of the family.

13. Women's attitudes towards the project

In all the project sites, women's attitude towards the project was positive, which is conducive to making the project sustainable at the local level.

Of the 82 women, 61 women said that the project helped to fulfil their needs to some extent. Only one woman in Bayal Pata said that the project did not help to fulfil her needs. However, this is the exception rather than the norm.

All the women in the project areas expressed the opinion that there was nobody to motivate them to participate in the project. They had come to know something about the project from their friends and relatives.

Since follow-up support appeared to be no more than protocol visits, all women faced problems relating to obtaining bank loans, procuring raw materials and repairing machines. Therefore, all the women surveyed indicated the need to provide them support in the said aspects.

14. Impact on women's group formation

Only one group consisting of four women was formed in Parsyauni. In Durgasthan, one woman had set up a women's association. However, these women's groups and association were not found to be effective in solving local women's problems.

The project does not seem to be very successful in organising or strengthening women's groups or associations. This is evident from the fact that the majority of women (i.e. 78 out of 82) in different project sites had neither formed women's groups nor associations.

15. TRUGA's overall effect on women

In general, TRUGA has been able to create a positive environment and image in all the project sites. All the respondents were of the opinion that there have been no negative effects on women. In fact, the respondents expressed the opinion that the project has made a commendable effort to include women in its programme. They stated that the project has not only helped to bring women into gainful activities but has also brought about a change in the level of consciousness and attitudes of women.

B. Reflections

Women omitted by many development programmes in remote areas of Nepal, have through TRUGA, been involved in training, getting equipment and raw materials at concessional rates, and receiving institutional credit. A process of assets formation has started among women due to their increased income, and control over this income has been achieved, although to a limited extent.

However, despite some positive outcomes, a number of measures/steps need to be taken by the project.

- An effective and efficient monitoring system to ensure the required technical assistance and project resources to women is lacking in the project.
- A component for the development of entrepreneurial skills of women is lacking in

the training programme. This is required if self-employment among women is to be promoted effectively.

- Labour saving and drudgery reducing activities have not been initiated by the project. New income generating activities for women may function as an additional burden since many women are already working for more than 11 hours a day.
- More efforts need be undertaken to promote the organisation of women in groups and to improve their level of confidence.
- Women should also be assisted in ways to control their savings and to increase their participation in decision-making processes at all levels.
- The project is also lagging behind in establishing linkages with other related development agencies. The beneficiaries are left alone after the training without linking them with banks, and other public utility service agencies from which women could get inputs and services required by them.

C. Suggestions

- The majority of the women in all the TRUGA Project sites have been taking the path of least resistance. Therefore, they have been usually involved in agriculture and allied activities. If they are now denied the opportunity to work in diverse fields, they can never become independent. In order to provide more income generating opportunities to the women in all of the project sites, it is necessary to open up more avenues for the effective utilisation of their skills and labour.
- For the successful implementation of the project, the participation of women in all decision-making level meetings is essential. However, in all the TRUGA Project sites, women did not seize the opportunity to participate in decision-making meetings.
- Follow up visits play a significant role in enlisting more women in the project activities. In the past, follow up visits were rarely made. Many problems remain unsolved either because the follow up was not done by concerned persons or the person assigned for the job was helpless in solving such problems as maintenance of knitting machines, shortage of raw materials and unavailability of bank loans. Therefore, follow up visits by relevant persons is of paramount importance for increasing women's participation in the project.
- The project has concentrated only on a few activities, such as training in knitting, weaving, vegetable processing, pottery and soap making, or training many women in one trade. This would not exert much impact on the women. Therefore, it is advisable to cover more feasible trades.
- Although a great majority of women participating in the project are literate, they have no knowledge about management. Therefore, apart from skill training, some management education should also be included in the training course. Apart from this, basic functional literacy classes should also be conducted in different training sites without disturbing regular activities.
- Involvement of female instructors also plays a significant role in increasing women's participation in training programmes. Until now only a few female instructors are involved in such programmes. This has been an inhibiting factor for women's participation in TRUGA's programmes. Therefore, adequate thought should be given to increasing female instructors in the project. Besides this, the quality of every section of training should be upgraded.
- In a tradition-bound society such as Nepal, women feel inhibited to contact the concerned offices including banks in order to solve their problems. Holding seminars or symposia frequently in different training sites could help bring together the women and the TRUGA office staff to share experiences and problems. Therefore, seminars, symposia or meetings should be

frequently organised in different training sites.

- In order to augment women's participation in TRUGA programmes, it is important to pay special attention to the establishment of child care centres in different training sites so that women can keep their children in the centres and their spare time might be used to participate in the programmes.
- The development of appropriate technology plays a significant role in bringing about substantial rural women's development. Therefore, TRUGA should give adequate thought to the development of appropriate technology in different training sites.
- In view of the apparently limited numbers of project personnel at the field level, it is very important to link the project beneficiaries, in particular women, with programmes like Production Credit for Rural Women of Women Development Division (Ministry of Local Development) which have a cadre of trained staff at the grassroots level. Such linkages could help a great deal to provide follow-up support as well as credit facilities to female project beneficiaries. Similarly, the Agricultural Development Bank at the district level is also an important institution with which the project beneficiaries could be linked-up to for credit.

V. Project investment and women

This section seeks to determine the proportion of TRUGA expenditures allocated to women and identify the benefits accrued by them in relation to men.

A. Financial investment on women

It is very difficult to segregate the proportion of resources spent on women. An attempt is made below to present a rough picture about how women share in TRUGA training expenditures. In addition see Annexes I and II below for a questionnaire developed in the course of this research to assess the situation.

Table 17 shows certain important particulars about TRUGA training expenditures. The expenditures shown are actual and include direct training expenditures only, i.e., expenses incurred on training equipment, tools and materials, travel expenditures, tiffin money (a substitute for stipend) provided to trainees, and overheads at training sites. For analytical reasons, the particulars are given course-wise and in aggregate form.

As shown in Table 17, during Phase I and Phase II (up to mid-July 1990), TRUGA has trained 1121 persons including 591 women in ten broad courses and spent some 2,215,000 rupees for the purpose recording an average unit cost of Rs.1976 per trainee successfully completing the course. Except in two courses namely house-wiring and welding, which do not attract women mainly due to socio-cultural traditions of the country, the participation of women is evident in all other courses.

The course in cotton textile/dhaka weaving has absorbed a large amount (51.9 percent) of the total training expenditures. This is followed by wool/local fibre processing (14.2 percent) and knitting/tailoring (10.7 percent). Courses in woollen textile/carpet weaving, apple/ginger/vegetable processing, pottery, welding, house-wiring, soap making, and others account for 5.8 percent, 5.6 percent, 3.1 percent, 2.9 percent, 2.0 percent, 1.1 percent and 2.7 percent of the total expenditures respectively.

The unit cost of training is highest in welding (Rs.7222) mainly due to the relatively larger sum of money spent on machines, tools and raw materials on the one hand and the smaller number of trainees on the other. This is followed by cotton textile/dhaka weaving (Rs.3042), woollen textile/carpet weaving (Rs.2612), house-wiring (Rs.2444) and knitting/tailoring (Rs.2443). Here again, unit costs are relatively higher due to longer duration of training and more expenditures on equipment, tools and materials. Unit costs are relatively lower in other courses mainly due to shorter duration of training or lesser expenditures on equipment and raw materials.

The proportion of training expenditures spent on women is highest in knitting/tailoring (84.5 percent). This is followed by woollen textile/carpet weaving (75.5 percent), cotton textile/dhaka weaving (62.7 percent), and wool/local fibre processing (62.5 percent). Women share 39.3 percent, 30.0 percent, 26.8 percent and 20.5 percent of the total expenditures in soap making, pottery, apple/ginger/ vegetable processing and other courses respectively. The factor determining the share of women in total training expenditures is the extent of women participation in training, and the varying proportions of expenditures on women in different courses are, therefore, understandable. On the whole, women have shared 57.2 percent of the total training expenditures and this is encouraging particularly in the context of a non-gender-specific project like TRUGA.

Table 17. TRUGA Training Expenditures: Phase I and Phase II (completed as of mid-July 1990)

Course	Total No. of Trainees[a]	Total Expenditures[b] Amount (000 Rs.)	Percentage	Unit Cost (In Rs.)	Expenditures on women as % of total
Cotton Textile/Dhaka Weaving	378 (237)	1150	51.9	3042	62.7
Wool/Local Fibre Processing	224 (140)	315	14.2	1406	62.5
Knitting/Tailoring	97 (82)	237	10.7	2443	84.5
Woollen Textile/Carpet Weaving	49 (37)	128	5.8	2612	75.5
Apple/Ginger/Vegetable Processing	239 (64)	123	5.6	515	26.8
Pottery	40 (12)	69	3.1	1725	30.0
Welding	9 (-)	65	2.9	7222	-
House-wiring	18 (-)	44	2.0	2444	-
Soap Making	28 (11)	24	1.1	857	39.3
Others[c]	39 (8)	60	2.7	1538	20.5
Total:	1121 (591)	2215	100.0	1976	52.7

Note: a) Output figures; figures inside bracket indicate women.

b) Actual figures; include direct training expenditures (equipment and tools, raw materials, travel expenses, tiffin money and overheads) only.

c) Loom and warping drum making, cotton dyeing and basic management courses.

Source: TRUGA Project Office Records.

TRUGA has explicit provisions for placement and follow up support. Apart from providing help for obtaining loans and technical assistance, the project has adopted a practice of selling the equipment, tools and unused materials as incentives to successful trainees at reduced prices with a discount of 25 to 50 percent of the original price upon completion of the training course. This is meant to facilitate placement of trainees in gainful activity. Table 18 shows the support provided under this provision. As the table shows, out of 24 persons provided with equipment, tools and materials at reduced prices in Phase I, 14 (58.3 percent) were women and out of 207 persons given such facility in Phase II, 119 (57.5 percent) were women. On the whole, women account for 57.6 percent of the total trainees (133 out of 231 persons) provided with such facility. Likewise, the proportion of price subsidy in procuring equipment and tools used in training after completion of the course provided to women is 46.7 percent of the total in Phase I, 48.6 percent of the total in Phase II and 48.4 percent in average.

Table 18. TRUGA Placement Supports: Phase I and Phase II (as of mid-July 1990)

Phase	No.of trainees supported	Women in %	Amount ('000 Rs.)	Amount given to women in %
I	24 (14)	58.3	27	46.7
II	207 (119)	57.5	221	48.6
Total	231 (133)	57.6	248	48.4

Note: Figures inside brackets indicate women.

Source: TRUGA Project Office Records

The description made above clearly demonstrates that the proportion of TRUGA expenditures directed to women in training and placement supports is encouraging. It is, therefore, not surprising that the extent of women's participation among TRUGA beneficiaries in terms of placement in and continuance with the job is considerable.

B. Women's benefits

1. Benefits derived by women as compared to men

Of the 140 respondents, 82 (i.e. 58.6 percent) were women and 58 (i.e. 41.4 percent) were men. Women thus outnumbered men in receiving different kinds of training from the project. In total, 88 persons (54 women and 34 men) obtained different kinds of productive assets from the project. These figures suggest that women outnumbered men in procuring different kinds of productive assets at different concessional rates.

Thirty four persons (17 men and 17 women) took loans from the bank on a collateral basis. However, 25 women and 16 men took loans without collateral.

A wide variation is observed in terms of credit amounts received by the project beneficiaries. The size of loan received by the beneficiaries ranged from Rs.500 to Rs.15,000. They possess no working capital, because they could not sell the product soon after production. As a result, they were facing financial problems to purchase raw materials.

More women (82) compared to men (58) have been able to take advantage of the project resources. Training, equipment and raw materials at concessional rates attest to this. However, the project has not so far made provisions for technical expertise to advise the women after training. Credit or raw materials in order to enable the women to utilise their potential skill are also not adequate.

2. Women's involvement in financial issues

Women in the project areas were not involved in decisions regarding project design or planning inputs, project implementation and the allocation of resources. Most of the women did not even know about such activities under the project.

3. Measures adopted for assisting women

Although women seem to have benefited from the project, no measures were adopted to monitor whether the project resources have reached and assisted women. An effective monitoring system, the lack of which has hindered this study in assessing the performance of the project, would be of immense help to gear the project activities to deliver more benefits to the women.

During the field survey, most of the beneficiaries had just started their gainful activities. They had also started earning income from the activity which ranged from Rs.100 to 600 per month. In most cases, the activities in which the beneficiaries have been involved are on a part time basis using the time they are free from their respective family jobs. It is, therefore, understandable that in many cases the scale of business is small which restricts scope for involvement of hired labour. Since most of the areas where the study is done do not have adequate transport and communication facilities, availability of required raw materials and marketing mechanism was a problem.

The project is seriously lagging behind in involving the women in decision making processes of project design, planning inputs, project implementation and allocation of resources. None of the women respondents reported that they had participated in any such meetings. A higher majority were not even aware of when and what such meetings concerned. A negligible number of women were aware of them but said they preferred their male counterparts to participate.

A host of factors are limiting the involvement of women in decision making. There is a limited number of staff to inform and motivate women. Male dominance in the study areas is so strong that women are constrained and find difficulty in coming out of their homes. A multitude of cultural barriers stand in the path of women's participation in social affairs. Bringing about changes would require long-term efforts.

Additional national resources to improve the situation of rural women as a result of the project have not yet occurred in the project. Development of confidence and bargaining power among the women is a prerequisite condition. But the project does not have any programme in this direction.

VI. Case studies of women beneficiaries

To demonstrate the effects of project investment on women, ten case studies of women involved in machine knitting, textile weaving/dhaka, textile weaving/carpet and pottery making have been carried out. They represent both the successful and unsuccessful cases in different project sites.

Case A. Knitting

Name:	Mrs. Bimala
Age:	21 years
Locality:	Kachanapur, Banke district
Marital Status:	Married
Family Size:	10
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Not mentioned
Assets Purchased:	Knitting machine and raw materials
Income Received:	Rs.500/- per month

Mrs. Bimala, a married woman, is 21 years old. She does not live with her husband. Her family consists of ten members, out of which two are earning. She is a high school graduate, a highly qualified woman among the women beneficiaries. She now lives with her parents.

In order to maintain her livelihood, she participated in the knitting training organised by TRUGA. After learning the skill she wanted to establish her own business. For this purpose, she bought a knitting machine at a discount rate of 25 percent with the help of DCVI officials. The loan was made available to her without collateral.

Knitting is a seasonal business. Its demand is high in winter. Therefore, she earns more during winter. However, on average her monthly income is Rs.500/-.

In order to be economically independent, Bimala feels that women should earn money. She says that such opportunities should be provided to many women in the rural areas where they are regarded as economic burdens to their families. The skill she learnt from this training gave her confidence to start a business. However, she needs more technical and marketing abilities to carry out her work successfully.

Case B. Knitting

Name:	Mrs. Meena Devi Kathayat
Age:	19 years
Locality:	Bayal Pata, Achham district
Marital Status:	Married
Family Size:	6
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Rs.15,000/-
Assets Purchased:	Knitting machine and raw materials
Income Received:	Rs.600/- per month

Meena is a married woman. She is 19 years old. She has studied up to grade nine. Her husband is a primary school teacher in the same locality. Agriculture is her main occupation. However, the income derived from the agricultural sector is not sufficient to sustain her family.

In order to meet her family needs, Meena was interested in carrying out non-agricultural activities. She seized the opportunity to participate in the knitting training conducted by the TRUGA Project. In fact, she took part in this training with the prospect of getting an early return.

After completion of the training, she procured a knitting machine at a discount rate of 25 percent. This machine was used during the time of training.

As the price of the machine was Rs.10,000/-, it was not possible to purchase it without taking a loan from the bank. The DCVI officials helped her to get a loan from the bank on a collateral basis.

In the beginning, Meena's products were not of good quality. However, she brought about a change in the quality of her products in the succeeding years. There are only a few shops in the locality, where she lives. Therefore, there is a shortage of woollen yarn required for knitting. For some months, she solved this problem by bringing woollen yarn from Nepalgunj. However, this was not always possible.

Every year she produces a variety of woollen goods, taking consumers' demands into account. She usually produces different kinds of full and half sweaters for adults and children, baby clothes, socks, caps and mufflers. According to her, there is a great demand for children's clothes, blouses, full sweaters for women and half sweaters for men.

During winter, the demand for woollen products is very high. As a result, all her family members are involved in this business. But, they cannot give her sufficient help. Therefore, she wants to train and employ some women as wage labourers.

Since Meena's business is seasonal in nature, her income is not the same throughout the year. She earns Rs.600/- per month on average. However, she has been able to pay half of the loan taken from the bank.

The knitting business has become fruitful to Meena. It has brought about an improvement in the economic conditions of the family. A heightened economic status has allowed for positive changes in the family's food consumption pattern, etc.

Meena feels that TRUGA training programmes have been fruitful in generating income. She thinks that such programmes should be made available to disadvantaged women so that they can raise their standard of living.

Case C. Dhaka weaving

Name:	Mrs. Kalabati Rokka
Age:	22 years
Locality:	Mathebas Village, Banke district
Marital Status:	Married
Family Size:	8
Educational Status:	Illiterate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Rs.6300/-
Assets Purchased:	Loom set and raw materials
Income Received:	Rs.500/- per month

Mrs. Kalabati Rokka lives in Mathebas Village. She is 22 years old and is illiterate. There are eight members in her family, with two earning persons. As income derived from the agricultural sector was not sufficient to sustain her family, she was involved in dhaka weaving.

She came to know about the training in Dhaka weaving from DCVI officials. They explained to her in detail about the utility of dhaka weaving and its marketing potential. After completing three-month's training in textile weaving, she wanted to establish a home-based industry to utilise her free time in gainful activity.

She received assets such as a loom and raw materials worth Rs.6300/- at a discount rate of 50 percent. To buy these assets, she needed a loan from the bank. The loan was made available to her on a collateral basis.

After procuring the productive assets, she started weaving. Every month she produced different kinds of dhaka cloth valued at about Rs.2250/-. According to her, there is a great demand for these kinds of materials. The price of dhaka cloth depends upon its quality. In general, the price of such cloth ranges from Rs.500 to 600/- per metre. This cloth is used for making caps, blouses and shawls.

According to her, there is a great demand for dhaka products and the profit is also high. She says that her earnings depend upon both the quality and volume of production. As there is a great demand for dhaka products, she feels that women should start this business individually, or in a group. She is of the opinion that TRUGA can help develop the economic conditions of women by launching skill development training programmes in different parts of the country.

Case D. Cotton textile weaving

Name:	Mrs. Janaki
Age:	19 years
Locality:	Gaidi Village, Bayal Pata
Marital Status:	Married
Family Size:	3
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	None
Assets Purchased:	Loom and raw materials
Income Received:	Rs.200/- per month

Mrs. Janaki is a resident of Gaidi village of Bayal Pata. She belongs to a nuclear family, consisting of her husband and an eight-month-old son. She is educated up to grade ten. She participated in the TRUGA training because her father-in-law insisted on her doing so. Her husband is a primary school teacher, who works at a distance of five hours' walk from his house. She is a small landholder and her husband's earnings are not sufficient to maintain her livelihood. Therefore, it is necessary for her to generate more income to provide good food and education for her children.

After the completion of the training, her father-in-law bought a loom and raw materials to support her business. However, she is not successful in her business since her involvement in household chores is too heavy and her husband is absent from home.

Her elder sister-in-law does not allow her to participate in any programmes organised for women. This has greatly hindered her in widening her knowledge. According to Janaki, this business is fruitful to her, because it has to some extent brought about improvement in her economic conditions.

She believes that such training in textile weaving organised by TRUGA has brought about a change in role perceptions of women. As a result, women are more aware of their various needs, especially to raise their economic status. She likes to work in a group with the hope of getting more help from the group members. She also feels that the habit of working in a group provides more confidence to women like her in carrying out any work.

Case E. Cotton textile weaving

Name:	Mrs. Hajari Devi Badu
Age:	29 years
Locality:	Durgasthan Village, Baitadi district
Marital Status:	Married
Family Size:	3
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Rs.4500/-
Assets Purchased:	Loom set and raw materials
Income Received:	Rs.700/- per month

This is the case of Mrs. Hajari Devi Badu. She does not live with her husband at present and has two small children to support. She is 29 years old and is literate. In the beginning, agriculture was her main occupation. But now textile weaving has become her major occupation.

To earn income by utilising new skills and to establish herself as a business woman was her main objective of participating in the TRUGA training. In order to help carry out her work, assets such as a loom set and raw materials were made available to her at a discount rate of 50 percent. With the help of DCVI officials, she obtained a loan from the bank without collateral. The assets she procured were valued at Rs.4500/-.

She is one among very few TRUGA beneficiaries who are greatly involved in community activities after training. Mrs. Hajari has formed a Women's Association and a Health Committee. She is a very active member of these associations. A number of activities relating to health, women's programmes and problems and female education were carried out through these associations.

Textile weaving is a new occupation for her. At present, she produces 50 metres of cloth every month, earning a profit of Rs.700/-. Nowadays she has a loom. She weaves during her free time. She is thinking of expanding her business by purchasing more looms and employing more women as wage labourers.

There are many landless women in her village. They work as wage labourers and time and again they become jobless. Therefore, she feels that apart from the agricultural sector more job opportunities should be created to employ more women. Her monthly income is not more than Rs.700/- per month. However, she believes that her income can be increased with more efforts.

Some women have to shoulder various kinds of responsibilities. Therefore, they are unable to participate in economic activities. In order to involve more women in productive works, she feels that there should be a good provision of making available raw materials, equipment and loans at concessional rates. Moreover, she feels that there should be a good marketing system. She believes that TRUGA training programmes are effective in uplifting the standard of living of rural women. Therefore, she considers that such programmes should be extended to other places in the Kingdom.

Case F. Cotton textile weaving

Name:	Mrs. Parbati Ayiri
Age:	40 years
Locality:	Jhallari Village, Kanchanpur
Marital Status:	Married
Family Size:	1
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Rs.3450/-
Assets Purchased:	Loom set and raw materials
Income Received:	Rs.200-300/- per month

Mrs. Parbati Ayiri lives in Jhallari village. She is 40 years old and is literate. She is one of the oldest beneficiaries of TRUGA. She is separated from her husband and lives alone.

Textile weaving is her occupation. She received six-month's training in textile weaving two years ago.

In order to maintain her livelihood, she participated in the TRUGA training. She procured a loom and raw materials worth about Rs.3450/- at a discount rate of 50 percent. With the help of DCVI officials, she took the loan from the bank on a collateral basis.

Every month she produces a variety of goods according to local demands. She mostly produces saris, bedcovers and cotton cloth. In winter, she produces woollen and cotton shawls. Apart from producing shawls, she produces cotton goods worth Rs.5000/- every month. In winter, she produces shawls valued at Rs.20,000/-. She has not faced a marketing problem as yet. She has also employed a woman on a wage basis to help her.

Every month, she earns a profit which is sufficient to maintain a living. She saves Rs.200-300/- per month, which is utilised for buying raw materials. Gradually, she is paying back the loan. However, she has not deposited money in the bank.

Mrs. Parbati is of the opinion that training is helpful to generate income. She believes that such training has exerted a positive influence on her. She thinks that TRUGA training programmes should be launched in various parts of the country with a view to bringing about improvement in women's standards of living.

Mrs. Parbati has just started textile weaving. If nothing goes wrong with her, she wants to continue this job to maintain her livelihood.

Case G. Carpet weaving

Name:	Miss Jyoti Maya
Age:	18 years
Locality:	Luham, Salyan
Marital Status:	Unmarried
Family Size:	5
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	None
Assets Purchased:	None
Income Received:	Rs.450/- per month

This is the case of a young woman, who has a strong will to support her parents by utilising the skill learnt from TRUGA. Miss Jyoti Maya is a young unmarried woman. She is 18 years old and is literate. She belongs to a nuclear family, consisting of five members, parents, two younger brothers and herself.

Her main objective of participating in the carpet weaving training was to learn a skill which will be useful in getting employment as a wage earner, or in establishing a business of her own. After completion of the training, she began to work in Lok Maya Carpet Industry in Luham as a wage labourer, and she began to send her savings to her parents.

Jyoti Maya knows well that she can earn more profit from her own business. However, she could not start her own business because of various problems related to lack of management and other skills. Nowadays she is busy.

She thinks that TRUGA training is useful in getting employment in factories, but it is not sufficient to start one's own business. In order to derive benefit from TRUGA training, Miss Jyoti Maya is of the opinion that either the trainees should work together or there should be a separate organisation to involve these trainees in concerned fields.

Case H. Pottery

Name: Miss Kamala Kumal

Age: 18 years

Locality: Parsyauni Village, Dang district

Marital Status: Unmarried

Family Size: 6

Educational Status: Literate

Previous Occupation: Wage labourer

Previous Income: None

Loan Received: Rs.500/-

Assets Purchased: Potter's Wheel

Income Received: Rs.600/- per month

Prior to joining the training in pottery making, Kamala used to help her brother. Apart from this, she used to work as a wage labourer in others' fields. Since she is a small landholder, the yield from her land does not sustain them for the whole year. Pottery making provides seasonal employment. Before the launching of the TRUGA's pottery making training, women in Parsyauni village were not involved in pottery making due to superstition. In the beginning, Kamala was reluctant to participate in pottery making training. When she was encouraged by DCVI officials to participate in the training, she took part in it.

During the training period, she started making different kinds of pottery by using the potter's wheel provided by TRUGA. As this potter's wheel was small and light, women found it easy to operate it and they started producing pottery by using it.

After completion of the training, she was very interested in making pottery. However, she had no money to buy a potter's wheel. Seeing her keen interest in pottery making, DCVI officials helped her to get a loan from the bank. As it was necessary to form a group to get the loan from the bank, she formed a women's group, consisting of three members.

When she bought the potter's wheel, she started making various kinds of pottery, such as rice containers, pitchers, candle stands, ashtrays, money boxes, flower pots, paper weights and oil-fed lamps.

Now Kamala is able to earn a profit from her business. Therefore, she has been able to pay back the loan. She has also opened an account in the bank to deposit her savings.

As a loan is not given to an unmarried woman, Kamala is planning to get married to a person residing in the same or a nearby village. After her marriage she wants to continue this business on a large-sale with a view to supporting her children.

She says that her economic and social status has improved after participating in this training. Nowadays she is also involved in making decisions regarding the purchase of foodstuff and clothes for her family. She also feels that after her participation in the TRUGA Project there has been a division of work among the family members.

Kamala has a positive attitude towards TRUGA training programmes. Therefore she believes that such programmes, if launched in other parts of the country, will help improve the economic conditions of rural women. As appropriate technology helps develop pottery making, she feels that adequate thought should be given to the development of appropriate technology in different training sites. She believes that, by doing so, women's income can be augmented.

Case I. Pottery

Name:	Mrs. Pradesani Kumal
Age:	22 years
Locality:	Parsyauni Village, Dang Deukhuri
Marital Status:	Married
Family Size:	5
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Rs.500/-
Assets Purchased:	Potter's wheel
Income Received:	Rs.500/- per month

Mrs. Pradesani Kumal is a resident of Parsyauni village. She is 22 years old and is literate. There are five members in her family. Pottery making is her main occupation, and agriculture is an allied occupation. She is a small landholder. Therefore, the income derived from agriculture is not sufficient to sustain her family. As her husband is mainly involved in pottery making, she helps him. The average income of her husband is Rs.400-500/- per month. Pradesani was always interested in receiving training to increase her income. For this reason, when she heard about the TRUGA training, she was interested in participating in it. She was able to operate the potter's wheel provided by TRUGA.

However, she had no money to buy a potter's wheel. Therfore, she decided to take a loan from the bank. However, to take a loan from the bank one member from each family was essential. She therefore formed a group in which her husband's brother was a member.

When she took the loan from the bank, she bought a potter's wheel at a concessional rate and began to produce pots made of clay. As her products were of good quality, people from distant places began to come to her house to purchase them. Within a few months, she became popular and there was no problem in selling her products. When Pradesani started to earn, there was an improvement in the economic conditions of her family. She feels that the TRUGA training programme should be launched in other places in the Kingdom for the well-being of rural women. She believes that such programmes will help raise the standard of living of the family, and the status of women.

Case J. Pottery

Name:	Mrs. Bimala Kumal
Age:	22 years
Locality:	Parsyauni Village, Dang Deukhuri
Marital Status:	Married
Family Size:	4
Educational Status:	Literate
Previous Occupation:	Agriculture
Previous Income:	None
Loan Received:	Rs.500/-
Assets Purchased:	Potter's wheel
Income Received:	In the beginning Rs.200-300/- month, now less than Rs.100/- per month.

Mrs. Bimala Kumal is also a resident of Parsyauni village. She is 22 years old and is literate. Her family consists of her husband, a small child and a father-in-law, who is working in India. Time and again he comes to meet his family members. Mrs. Bimala is a small landholder. Her husband works as a wage labourer. Although pottery making is the occupation by caste, it is not her family trade. Her husband's earnings are not sufficient to meet their livelihood. Realising this fact, her brother, who is also the leader of the pottery group, insisted on her participating in the pottery training organised by TRUGA. During the training period, she prepared various kinds of pottery by using a potter's wheel provided by TRUGA.

After completing the training, she procured a potter's wheel jointly because one potter's wheel was given to two people. To buy a potter's wheel, DCVI officials helped her to get a loan from the bank.

Initially, her production was high. In general, she produced pitchers, candle stands, oil-fed lamps, flower pots, ashtrays, paper weights, valued at about Rs.200-300/- per month. She had no difficulty in procuring raw materials. She has not faced a marketing problem as yet. She uses the potter's wheel on a rotational basis. Her brother was always ready to help her. Despite the help from her brother, she was not willing to work well. As a result, her production decreased.

Pottery is a caste-specific trade. In this business, male members from each household are actively involved while women assist them by bringing water and clay.

As mentioned earlier, Bimala's husband is a wage labourer not involved in pottery making. She says that she could not completely be involved in this trade because of the lack of interest and support of her husband.

Annex I

Information to be collected from beneficiaries to assess project investment on women

A. Characteristics of female beneficiaries

1. Distribution of beneficiaries by age groups

Age groups	Number
16-19 years	
20-24 years	
25-29 years	
30-35 years	
36 and above	
Total	

2. Marital status

Marital status	Number	Percentage
Married		
Unmarried		
Widowed		
Divorced		
Separated from husband for more than 6 months		
Total		

3. Ethnic distribution

Caste	Number	Percentage
High		
Medium		
Low		
Schedule		
Total		

4. Educational status

Educational status	Number	Percentage
Illiterate		
Just literate		
Primary level (up to Vth grade)		
Secondary level (VIth - Xth grade)		
S.L.C. Pass		
College level education		
Total		

B. Participation of women in project activities

1. Nature of assistance received by beneficiaries

a. Training

Type of training	Total Participants	Women Number	%
Machine knitting			
Cotton textile/Dhaka weaving			
Woollen textile training			
Carpet making			
Wool processing			
Fibre processing			
Pottery			
Soap making			
Total			

b. Reasons for participating in the training (expressed by women)

Reasons	Frequency of mention	Percentage
Acquire skills		
Acquire knowledge		
Raise income		
Run industries		
Productive use of time		
Getting employment		
Others (specify)		

c. Adequacy of training to use skills

Type of training	Number of particpants	Adequate	Adequate to some extent	Inadequate

2. Facilities received by women particpants from project

Facilities	Number	Percentage
Equipment at concessional rate		
Loan with collateral		
Loan without collateral		
Technical assistance		
Received after training		

3. Was Truga assistance adequate in generating income to you? (Please check)

☐ Adequate

☐ Adequate to some extent

☐ Inadequate

C. Participation of women in decison-making of TRUGA activities

1. Please check your participation in the proceedings related to TRUGA training activities

Activities	Yes (number)	No (number)	If no, indicate reasons
Selection of training course			
Determining the number of participants in the training			
Duration			
Venue			
Schedule of training			
Credit			
Technical support			
Equipment			
Marketing of produce			
Others (specify)			

D. Women's participation in community activities

1. Involvement of women participants of TRUGA training in community development activities

Community development activities	Number of women involved
Total	

E. Impact of Training

1. Increase in knowledge/development of skill

Skill	Number	Remarks
New and improved vocational skills		
Mangerial competence		
Entrepreneurial skill		
Self-confidence		
Group organising skill		
Others (specify)		

2. Employment status after TRUGA training

Employment status	Number
Employed	
Unemployed	
If employed	
Self-employed	
– family trade	
– new creation	
wage employed	
Total	

3. Decision-making in regard to income generated by TRUGA women participants

☐ Decide myself

☐ Decide jointly together with husband

☐ Husband decides

4. Incremental change in production and income after training

Articles	Number of women	Quantity	Income
Total			

5. Asset formation after training

Asset	Value "Rs"	Number of women
Purchase of land		
Purchase of livestock		
Purchase of ornaments		
Purchase of productive assets		
Cash deposit in the bank		
Total		

6. Resources and services received from TRUGA project

Resources/ services	Number of women	Value in "Rs"
Total		

7. Change noticed after participating in TRUGA project

Changes	Number of women	Frequency of mention
Better off than before		
Worse off than before		
Family members approve my decision		
More respect from friends and neighbours		
Others (specify)		
Total		

a. Change at household level

Changes	Number of women	Frequency of mention
Division of labour among household members		
Time adjustment between domestic and productive work		
Location of women's productive activities both inside and outside the home		
Control of resources		
Decision-making		
Others (specify)		
Total		

8. Have you been treated in the same manner as men by the project staff?

☐ Yes

☐ No

If no, please indicate the area/s in which you are not treated equally.

a.

b.

c.

d.

9. Please provide suggestions to help the TRUGA project enable you to improve your socio-economic situation.

Suggestions:

Annex II

Information to be collected from project management

Project number:

Project title:

Starting date:

Date of completion of questionnaire:

A. Project staff

Composition of staff	Total number	Total months w/m allocated	Number of women	w/m women
International staff including consultants				
National staff, all levels including consultants				

B. Staff by position and gender

1. International staff

International staff by position (title)	Male	Female
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

2. National staff

National staff by postion (title)	Male	Female
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

C. Project staff training

Course or type of training	Target group	Duration	Total no. participants	Number of women
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

D. List of needs assessments, base-line data collection, research or other studies carried out under the project.

Title	Objective	Inclusion of gender issues	
		Yes	No

E. Financial aspects

Total project budget: Rs

Source of funding:

Amount allocated	Total	Used for men	Used for women
International staff			
National staff			
Fellowships			
In-service training			
Seminar/workshops			
Credit			
Equipment			
Other productive assets			

Annex III

Terms of reference NEP/89/MO1/NOR

A. Title of the Study

Evaluation of the TRUGA Project and methodology as regards women's participation and benefits.

B. Background to the Study

The project Training for Rural Gainful Activities (TRUGA) was developed by the ILO as a vocational training methodology designed to promote and support income-generating activities in the rural areas of developing countries. It aims at exploiting the income-earning potential of rural communities on the one hand and establishing direct links between vocational training and village-level employment opportunities on the other.

There are two fundamental issues on which the conceptual framework of TRUGA is based. First, training is an indispensable instrument in any development activity, a means by which either wage or self-employment may be promoted in rural areas. Second, participation of the beneficiaries in these income-generating activities is the ultimate goal of training and, therefore, participants are provided with assistance in obtaining credit and other essential support services at the post-training stage. Within this context, women are explicitly cited in the project document as one of the major target groups.

The TRUGA project has been operational since February 1984, launched as a pilot project within the Department of Cottage and Village Industries (DCVI), the main Governmental agency for training in various skills and trades. The project is located in five districts in different parts of the country.

The first phase of the project recorded tangible positive outcomes in terms of employment and the production of goods and services in rural areas. The second phase is now being undertaken by the DCVI with the assistance of the ILO and UNDP in all districts of the Far-Western Development Region, an area of priority concern to the Government.

It has also been proposed that under Dutch financing, the TRUGA methodology will be expanded to other countries in the region, in particular the Philippines.

This proposal falls within the context of the efforts of the ILO Training Department to integrate women into mainstream training programmes. The TRUGA Project was evaluated in mid-1987 from the point of view of its impact on beneficiaries in general. The ensuing report revealed that a large proportion of the trainees are rural women but these women do not ultimately benefit from the project in terms of securing credit and the necessary support services to establish themselves successfully as self-employed workers. The project was neither designed nor monitored in a way which would indicate the variables influencing women's participation and benefits.

In view of the above-mentioned evaluation findings and the proposed replication of TRUGA activities in other countries and regions, it is proposed that the project be thoroughly reviewed as regards its impact on women.

This proposal was initiated by the ILO Project Director in Nepal and is supported by the Training Department of the ILO, as a means of assessing the impact on women of one of the major rural vocational training programmes in the ILO. The Ministry of Panchayat and Local Development and the Ministry of Women's Affairs have also recently indicated strong support for improving the situation of rural women through the TRUGA Project. The proposed project would clarify the direction and methodology for doing so.

The proposed evaluation will be conducted by a team of two national consultants, one having in-depth knowledge of the TRUGA Project and the other having considerable expertise in gender issues and development. The consultants will collaborate closely with the ILO, in particular the Chief Technical Advisor of the TRUGA Project, and work in close co-operation with relevant governmental and non-governmental organisations and institutions. The Head of Women's Training, ILO Geneva, will be responsible for the overall design and conduct of the endeavour.

C. Outputs

The evaluation will produce the following four outputs:

a) An analysis of TRUGA as a project. This analysis would:

i) document carefully the process and steps entailed in institutionalising TRUGA within DCVI and, as appropriate, its extension to collaborating/co-operating organisations; and

ii) identify the extent to which women participated in this process.

b) An assessment of the effects of the TRUGA Project activities on women.

c) An evaluation of TRUGA as a training methodology to identify the extent to which, in all components, the needs of women are taken into consideration and their full participation and benefits are ensured. This evaluation should include specific recommendations for improvement.

d) Using the TRUGA Project as a case example, a methodological tool for assessing the return on investment in women of the project.

Each of the above represent separate products. They should combine quantitative and qualitative analysis and be based on a careful review of project documentation, in-depth interviews with project staff, beneficiaries and key government officials. The final products should be typed and in English.

Duration: 4.5 months

D. TRUGA as a project

(i) This section should clearly delineate the process whereby TRUGA has been institutionalised in the DCVI and integrated into programmes of collaborating organisations. The purpose is to identify key points of intervention. What factors contributed to the successful integration of TRUGA at all levels (national to village)? The analysis should be based on interviews of key persons at all levels as well as consultation of relevant secondary sources. The degree of government support to TRUGA should be ascertained, and an analysis prepared of how TRUGA activities are reflected in policy formulation as well as operationally.

(ii) The second part of this output would involve an analysis of the extent to which women participated in all of the phases of project planning and implementation, monitoring and evaluation. This review should identify the degree to which a concern for women's participation is reflected at policy as well as operational levels.

(iii) On the basis of (i) and (ii) identify the critical points of entry for integrating women into TRUGA as it is institutionalised in DCVI.

Relevant areas of enquiry related to (i) would include:

Project objectives and indicators of achievement:

(i) Are the planned target participants and beneficiaries (direct and indirect) spelled out and disaggregated by sex?

(ii)Did plans specifically include the participation of women (e.g. as project staff, trainers, trainees, recipients of resources/services)?

1. Project inputs:

a. International inputs

(i) Expert services: How adequate were/are the expert services as regards meeting the needs of women; what percentage of the international staff were/are women? In what capacity did/do they work? and for what total duration as compared to that of men?

(ii) To what extent did the job descriptions take into consideration gender differences?

b. National inputs

(i) Of the national professional staff, how many women, as compared with men, were/are employed; in what capacity; total number of work months per post? How were they recruited? If there are no women, why not?

(ii) Of the administrative personnel, how many women were/are employed?

c. Training and related assistance

(i) Assess project training and employment generation inputs as regards adequacy and quantity for assuring women's participation and benefits (for example, needs assessments; training sessions for project staff, national counterparts, trainers, rural trainees; follow-up and advisory services; training materials and workplans; fellowships; policy level seminars; others).

(ii) What provisions were made to ensure equal opportunity for women to participate in all project training activities, including fellowships?

(iii) Were any provisions made for sensitising staff to needs of rural women and effective methods of assisting them?

d. Other inputs

(i) Were national policy inputs as regards improving women's training and employment opportunities considered in project design, planning and implementation?

2. Project Activities and Strategies

(i) Assess the project strategy and methodology as regards the degree of participation of women compared to men, at all levels, in the design/planning of activities, implementation, monitoring and evaluation.

(ii)Review project activities undertaken (timeliness, quantity and adequacy) as regards how the project promoted women's access to income-earning opportunities, including how national institutional capacity was increased in this regard.

(iii) What linkages were there between base-line data/information/research and project activities as regards meeting the needs of women?

(iv) Were there any major changes or findings during project implementation which had implications for women?

3. Technical back-stopping

(i) Was project technical backstopping adequate as regards ability to plan for rural women?

(ii)To what extent did technical backstopping reflect expertise in women in development issues?

4. Monitoring and evaluation

(i) To what extent was concern for project effectiveness as regards women built into reporting and evaluation procedures (including impact indicators)?

(ii) To what extent did women or the views of women contribute to or participate in the monitoring and evaluation processes?

5. Policy and planning

(i) What has been the impact of the project on government awareness and policies as regards the integration of women in rural industrialisation processes and/or equal opportunities and investment in training and employment?

(ii) What technical capacity has been established and how within the government counterpart and other co-operative/participating organisations at all levels, as regards improving the training and employment opportunities for women?

(iii) Is the project linked to similar or complementary efforts for women in the region and country?

(iv) To what extent did the project promote greater awareness at community/district levels of women's roles and contribution to rural economies/industrialisation?

(v) Can project activities for women be continued in the project sites? and planned and replicated elsewhere?

(vi) To what extent has a support structure been established in the project site which not only promotes rural enterprise development but the equal access of women to these services?

6. The effects of TRUGA project activities on women participants

This section should focus on women who have participated in the project. It should provide a quantitative analysis of project performance as regards women (in relation to men) as trainees; as recipients of loans and other project benefits; and as set up in post-training employment or self-employment. This data should clearly reflect what women were doing before and after the project inputs; the obstacles they faced in participating in project activities including securing placement and other post-training benefits, the extent to which they have applied what they have learned and to which their productive needs were filled; their earning capacity; the extent to which their self-employment activity or enterprise is self-reliant, etc. Special attention should be paid to the so-called "multiplier effect", (transmission of skills, sharing of income) and if working in a home-based enterprise after training, what roles, control over resources, etc., do they exercise?).

Some relevant questions to investigate would include: Women as a target group

Effectiveness and impact

(i) Did the assistance provided under the project lead to viable income-earning activities for women (as compared to men)?

(ii) To what extent, compared with men, did women have direct access to project inputs/benefits?

(iii) To what extent did women (as compared to men) participate in project decision-making at all levels?

(iv) Demonstrate whether their participation - project activities lead to women's greater involvement in community affairs? In what numbers and capacity?

(v) Has women's income-earning changed? Give details.

(vi) Has their production of goods and services changed? Give details as regards amounts for consumption or sale?

(vii) Do women feel they have more economic security as a result of participation in the project? Have they been able to save earnings? reinvest? in what?

(viii) Do they exercise control over their earnings?

(ix) Have their skills and knowledge-base changed? In what specific ways as regards:

New or improved vocational skills
managerial competence
entrepreneurial skills
decision-making, leadership skills
self-confidence
group organisational capacity
other (specify)

(x) To what extent are women aware of resources/services available to them under the project? Do they try to take advantage of them? With what result (ie. if they are not successful, what reasons do they give)?

(xi) What productive assets have women secured under the project? How does this compare with men? What else would they want? How adequate has this assistance been in enabling women to improve their income-levels, productivity or socio-economic position?

(xii) How many women as compared to men attended training courses (including fellowships?) completed training? Dropped-out (if so, why)?

7. Relevance

(i) How well was the project able to encourage social and economic self-reliance among women/women's groups?

(ii) To what extent and how were women encouraged to identify their own needs, priorities and interests and seek solutions within the project?

(iii) Were there any changes in the way women viewed themselves and their environment (opportunities/obstacles they face)?

(iv) Has participation in project activities brought about changes at the level of the household viz:

- division of labour between household members
- time allocation to domestic and productive tasks
- location of women's productive activities (ie. inside or outside the home)
- control of resources and decision-making

- other (specify)

(v) What are the women's attitudes towards the project? How well does it meet their needs? Are they motivated to participate? What problems do they perceive? and what else do they wish to obtain?

(vi) Has the project led to the organisation or strengthening of women's groups or associations? With what results?

(vii) Has it led to greater participation of women in community activities (or activities at other levels)? If so, give details. If women are participating more in other community activities, is it as members of female only or mixed groups? What functions do they have in these groups?

(viii) What other benefits do women feel they have accrued as a result of the project?

(ix) Did the project have any negative effects on women? Provide details.

8. TRUGA as a training methodology

This section should carefully review all components of the TRUGA methodology and analyse the extent to which and how the needs of women are taken into consideration and their participation ensured. Since the methodology is intended to be "participatory", the extent to which this objective is reached as regards women should be evaluated. This section should also make concrete recommendations for improving the methodology.

The evaluation should cover all components of the methodology. Some useful questions might include the following but the enquiry should not be confined to these questions alone:

(i) How adequate was baseline data on the socio-economic roles and position of women in the project area?, and the way in which the methodology took these points into consideration?

(ii) In assessing the employment and income-generating potential of the rural non-farm sector and attempts to promote it, to what extent were the economic roles and contribution of women and their real and potential employment opportunities taken into consideration?

(iii) Was the initial appraisal in connection with the formulation of this methodology adequate as regards clearly delineating ways in which women would be reached and benefited as the target group?

(iv) Were women and/or persons having sensitivity to and expertise in women and development issues involved and consulted in the design of the project? If so, in what capacity were they working?

(v) In what ways were government policies and priorities as regards women taken into consideration?

(vi) Were field visits made and, if so, were individual rural women or local women's organisations consulted?

(vii) Does the methodology state clearly how and to what extent it is expected to reach women? Was consideration given to specific methods for reaching and working with rural women?

(viii) Has the methodology been effective in ensuring women's participation in aspects of planning and implementation (eg. needs assessment; identification of employment opportunities; community meetings and decision-making processes; the planning and delivery of training; credit, follow-up; development and testing of training materials; training of trainers and national counterpart staff)?

(ix) How did the methodology take into account the specific problems, needs and interests of women? Is the assessment of training needs of women adequate (including vocational, entrepreneurial and managerial/organisational skills)?

(x) How did the methodology encourage and motivate women to participate? Were specific mechanisms developed?

(xi) How successful was the methodology in making women aware of project activities and opportunities? Are there any perceived differences between women's awareness and men's?

(xii) How successful were training programmes in expanding the scope and range of skills/expertise of women (include all skill areas: vocational, entrepreneurial, managerial, etc.)?

(xiii) How does the methodology ensure training of women leads to income-earning among women?

(xiv) Were any provisions made in the methodology to raise awareness and build capacity for planning for rural women among policy makers/planners at all levels? How effective were these provisions in this regard?

(xv) What steps were taken to ensure equal opportunities between men and women in access to information about all project activities and productive resources? How effective were they as regards women?

(xvi) How was the credit programme planned to ensure women's participation? Compare the number of women and men who receive credit.

(xvii) How was the assistance which is provided following training designed to ensure women would benefit?

(xviii) Were the factors potentially constraining women's access to, or participation in training/credit/employment start-up assessed and taken into consideration in the methodology?

(xix) To what extent were decision-making and management processes designed to ensure the participation of women? The evaluation processes?

(xx) Would another approach have been better in achieving project objectives as regards women?

9. Methodological tool for assessing the financial investment of the project in women

The purpose of this section is to provide a clear means of demonstrating the returns on project investment in women. The project should be used as a case study; however, the purpose is not to evaluate the project per se, but to establish a means by which TRUGA or any similar project can monitor the returns on financial investment.

Areas of enquiry should include the following. These questions do not represent a complete or exhaustive list. The consultants should expand and modify as deemed necessary.

(i) Demonstrate what proportion of the project budget has been utilised in support of women as compared to men (direct support).

(ii) Identify the benefits derived by women as compared to men for:

non-financial:

training (at all levels and kinds)

financial:

credit received/amount
employment/income-earning activity started including employment of others
income derived monthly
productive assets received

(iii) Were women consulted/involved in decisions concerning the above-mentioned financial issues at the level of:

- project design in planning inputs

- project implementation, especially in allocating resources.

(iv) What has limited women's involvement in these issues?

(v) In what ways has the project developed for monitoring whether project resources reach and assist women? What measures are taken if they are found to benefit less than men?

(vi) Have any national resources been allocated to improve the situation of rural women as a result of the project?

(vii) Have adequate resources (financial and human) been allocated in support of rural women under the project?

Annex IV

Persons consulted

DCVI

1. Mrs. Ambika K.C., then Acting Director General
2. Mr. Chiranjibi Sharma, Deputy Director
3. Mr. Komal Prasad Palikhe, Assistant Director
4. Mr. Ram Sharan Shrestha, Chief Technical Officer
5. Mr. Sriram Dev Bhattarai, Training Management Officer

TRUGA Project

1. Mr. Bal Govinda Bista, National Director
2. Mr. Z.R. Maribbay, Chief Technical Adviser
3. Mr. Sagar Raj Acharya, Planning Officer

DCVI District/Regional Officers

1. Mr. Shyamanand Suman, Regional Chief, MWDR
2. Mr. Ishwari Prasad Paudel, District Chief, Banke
3. Mr. Shiva Prasad Sapkota, District Chief, Dailekh
4. Mr. Chuda Mani Basyal, District Chief, Jumla
5. Mrs. Laxmi Shrestha, District Chief, Dang
6. Mr. Tek Prasad Adhikari, District Chief, Salyan
7. Mr. Shankar Paudel, District Chief, Rukum
8. Mr. Shiva Raj Sapkota, District Chief, Pyuthan
9. Mr. Keshav Raj Ghimire, District Chief, Rolpa
10. Mr. Megh Lal K.C., District Chief, Jajarkot
11. Mr. Daya Ram Thakur, Acting Regional Chief, FWDR
12. Mr. Damodar Prasad Bhatta, District Chief, Kanchanpur

13. Mr. Mohan Krishna Sapkota, District Chief," Baitadi

14. Mr. Dila Raj Pant, District Chief, Bajhang

15. Mr. Som Raj Ojha, District Chief, Achham

16. Mr. Lal Singh Kathayat, Officiating District Chief, Darchula

17. Mr. Sher Bahadur Bista, District Chief, Bajura

ILO

1. Mr. A. Espinoza-Bravo, Vocational Training Branch, Geneva

Other officers

1. Dr. Prabha Basnyat, Joint Secretary, Ministry of Labour and Social Welfare
2. Dr. S.M. Shrestha, National Co-ordinator, Joint Nutrition Support Project
3. Ms. Chandra Thapa, Consultant, New ERA
4. Mrs. Padma Mohini Mathema, Under Secretary, National Planning Commission
5. Ms. Moti Sobha Shrestha, Under Secretary, Ministry of Industry

Annex V

Guidelines for discussion with DCVI officials and TRUGA management

Name:

Designation:

Date:

1. Why was DCVI selected for TRUGA implementation ?

2. What are the supports provided by TRUGA to DCVI for organisational development ?

3. What are the supports provided by DCVI to TRUGA implementation ?

4. Do TRUGA activities duplicate/overlap with DCVI activities ? If yes, give details.

5. How has TRUGA influenced DCVI training activities ?

   ☐ Positively

   ☐ Negatively

6. How are TRUGA-related decisions made ?

   At DCVI level ?

   At District level ?

7. Are TRUGA activities sustainable and replicable in DCVI ?

   If yes, why ?

   If not, why ?

8. What has been done or is there any plan for sustenance and replication of TRUGA activities in DCVI ?

9. What will happen with TRUGA if donor funds stop?

10. What are the collaborating/co-operating organisations of TRUGA concern ? What are their roles ?

11. What has been done to extend the TRUGA message to these organisations ?

12. What is the evidence of success in institutionalising TRUGA in DCVI ?

13. Has TRUGA exerted impact on government awareness and policies regarding integration of women in training and employment ?

If yes, how ?

If not, why ?

What needs to be done ?

14. Is the TRUGA Project linked to similar or complementary efforts for women at village, district, regional, or national level ?

If yes, how ?

If not, why ?

What needs to be done ?

15. How has the project promoted, at community, district levels, women's roles and contribution to rural economies ? Specify.

16. Can TRUGA activities for women be continued in the project sites ? Can they be replicated elsewhere ?

17. Is there any difference between women's and men's awareness about TRUGA activities and opportunities ?

18. How effective is TRUGA Methodology in promoting equal participation of women in access to information, opportunity and benefits ?

19. What additional provisions need to be done in TRUGA Methodology to consider special needs, problems and interests of women ?

Annex VI

Questionnaire for TRUGA trainees

General information

1. Course title:

2. Training site:

3. District:

4. Duration of the course: from..........to ....

5. Name of the participant:

6. Sex: Male ( ) Female ( )

7. Permanent address: (a) Locality
(b) Village
(c) District

8. Temporary address: (a) Locality
(b) Village
(c) District

9. Age: ....years

10. Educational background:

11. Marital status: Married ( ) Single ( )
Widowed ( ) Divorced ( )

12. Type of family: Joint ( ) Nuclear ( )

13. Family Size:

14. Family occupation: Major ( ) Allied ( )

15. Number of earners in the family:

16. Size of family income (Rs./month):
17. Employment status of the trainee: Employed ( ) Unemployed ( )

18. Nature of employment : Self ( ) Wage ( )

Level of income (Rs./month):

19. If unemployed, reason for this:

a) continuing study at school ( )

b) lack of opportunity ( )

c) other (please specify) ( )

20. Reason for joining TRUGA Training:

Assistance received from and effects of TRUGA project

1. Have you received any assistance from the TRUGA Project?

Yes ( ) No ( )

1.1 If yes, what kinds of assistance have you received?

a) Adequate training ( )

b) Purchase of equipment at 25 percent reduced price ( )

c) Purchase of equipment at 50 percent reduced price ( )

d) Raw materials ( )

e) Credit on collateral ( )

f) Credit without collateral ( )

g) Technical support ( )

h) Marketing facility ( )

i) Other (please specify) ( )

2. Has the assistance of the TRUGA Project helped you to carry out viable income generating activity?

Yes ( ) No ( )

3. Is this income generating activity beneficial to you?

Yes ( ) No ( )

3.1 If yes, which of the following project inputs/benefits have given you direct benefit ?

a) Enrolment in the training ( )

b) Membership of LTC ( )

c) Purchase of equipment at 25 percent reduced price ( )

d) Purchase of equipment at 50 percent reduced price ( )

e) Raw materials ( )

f) Credit on collateral ( )

g) Credit without collateral ( )

h) Retraining opportunity ( )

i) Marketing facility ( )

j) None of the above ( )

3.2 If not, why ?

a) Due to fear ( )

b) Disapproval of family members ( )

c) Other (please specify)

4. Have you participated in the following decision-making meetings relating to the TRUGA Project?

a) Decision related to the selection of training course ( )

b) Decision related to the number of women participants ( )

c) Decision related to the duration of training course ( )

d) Decision related to the daily training schedule ( )

e) Decision related to the venue of training ( )

f) Decision related to credit ( )

g) Decision related to technical support ( )

h) Decision related to supply of equipment ( )

i) Decision related to market support ( )

j) Decision related to goods to be produced ( )

k) None of the above ( )

5. If you have not participated in the said decision-making meetings, why not?

a) Due to lack of time ( )

b) Disapproval of the family members ( )

c) Not invited ( )

d) Other (please specify)

6. Do you feel that because of your participation in the TRUGA Project activities you are more involved in community affairs?

Yes ( ) No ( )

7. Are you involved in the following community affairs?

S.N. Particulars	Before joining TRUGA training		After joining TRUGA training	
	Yes	No	Yes	No
a) Drinking water project				
b) Adult literacy class				
c) Organising skill training for women				
d) Encouraging girls to join school				
e) Organising health care and family planning programmes				
f) Community forestry				
g) Forming women's group				
h) Women's associations or clubs				
i) Others (please specify)				

8. Do you feel that because of your participation in the TRUGA Project activities, other members of the community also want to take part in these activities?

Yes ( ) No ( ) Do not know ( )

9. What is your employment status after TRUGA training?

Employed ( ) Unemployed ( )

10. If employed: Self employed ( ) Wage employed ( )

11. If self employed, your enterprise is family trade ( ) new creation ( )

12. If wage employed, name and place of enterprise you work at.

13. What is your income level (Rs./month)?

Before TRUGA training?

At present?

14. What are the things you produce?

Articles	Quantity	Value (Rs./month)

15. Have you started producing any new articles on your own initiative?

Yes ( ) No ( )

If yes, what are these?

16. How do you utilise your production?

Articles	Use for sale		For self consumption	
	Quantity	Value (Rs/month)	Quantity	Value (Rs/month)

17. Do you feel that you have more economic security after participating in the TRUGA Project?

Yes ( ) No ( )

17.1 If yes, why?

a) I have purchased a piece of land ( )

b) I have bought livestock ( )

c) I have bought ornaments ( )

d) I have deposited cash in the bank ( )

e) I have purchased some productive assets ( )

f) Other (specify) ( )

18. If you have savings in the bank, who operates the account?

Self ( ) Husband ( ) Other (specify) ( )

19. Who has control over your earnings?

Self ( ) Husband ( ) Other (specify) ( )

20. Have your skill and knowledge base changed after participating in the TRUGA training?

Yes ( ) No ( )

20.1 If yes, in what specific ways?

a) New and improved vocational skills ( )

b) Managerial competence ( )

c) Entrepreneurial skill ( )

d) Decision-making capacity ( )

e) Leadership skill ( )

f) Self-confidence ( )

g) Group organising skill ( )

h) Other (specify) ( )

21. Are you aware of all the resources/services available under the TRUGA Project?

Yes ( ) No ( )

22. Have you tried to take advantage of them?

Yes ( ) No ( )

23. If you have taken advantage of the resources and services available under the TRUGA Project, what are these and how have they been used?

Resources/Services	Value in Rs.	Uses

24. If you have not taken advantage of the resources and services available under the TRUGA Project, why not?

a) Due to lack of time ( )

b) Due to lack of access to the concerned office ( )

c) Others (specify) ( )

25. How do you feel about the effect of such assistance to improve your income, productivity or socio-economic status?

Adequate ( ) Moderate ( ) Inadequate ( )

26. What do you feel about the access of women to TRUGA resources/services as compared to men?

a) Men have easier access ( )

b) Women have easier access ( )

c) No gender difference in access ( )

27. If there is case of female drop out in your TRUGA training course, what are the reasons ?

a) Due to lack of time ( )

b) Due to lack of interest ( )

c) Due to the disapproval of family members ( )

d) Other (specify) ( )

28. Do you feel that the TRUGA Project has helped you or local women's group to encourage social and economic self-reliance ?

Yes ( ) No ( ) Do not know ( )

29. Were you encouraged to identify your own needs, priorities and interests and seek solution with the help of the project ?

Yes ( ) No ( )

30. Have you noticed any change in yourself after participating in the TRUGA Project ?

Yes ( ) No ( )

30.1 If yes, what kind of change have you noticed ?

a) Better off than before ( )

b) Worse off than before ( )

c) Family members approve my decision ( )

d) More respect from family members ( )

e) More respect from friends and neighbours ( )

f) Other (specify) ( )

31. Did you face any problem in bringing about such change?

Yes ( ) No ( )

31.1 If yes, what types of problems did you face ?

a) Disapproval of family members ( )

b) Disapproval of neighbours and friends ( )

c) Double work load ( )

d) Lack of time ( )

e) No one to look after the children ( )

f) Other (please specify) ( )

32. Has your participation in the TRUGA Project brought about changes at the household level ?

Yes ( ) No ( )

32.1 If yes, what changes have been brought about ?

a) Division of labour among household members ( )

b) Time adjustment between domestic and productive works ( )

c) Location of women's productive activities both inside and outside the home ( )

d) Control of resources ( )

e) Decision-making ( )

f) Other (specify) ( )

33. What do you feel about the TRUGA Project?

a) It is helpful in solving my problem ( )

b) It is helpful in meeting my needs ( )

c) It does not show any link with my needs/problems ( )

d) Do not know ( )

e) Other (specify) ( )

34. If the TRUGA Project has helped you to meet your needs, how?

a) Relevant training ( )

b) Observation tour ( )

c) Beneficial support ( )

d) Credit without collateral ( )

e) Women group formation ( )

f) Improving labour productivity ( )

g) Equipment supplies ( )

h) Literacy class ( )

i) Training in many skills ( )

35. To what extent has the TRUGA Project helped you to meet your needs or solve your problems?

Adequately ( )   To some extent ( )   Not at all ( )

36. Have you formed any women's group or association?

Yes ( ) No ( )

36.1 If yes, what is its nature and function ?

36.2 If no, why?

37. Do you feel that the TRUGA Project has a negative effect on women in the community?

Yes ( ) No ( )

38. If yes, explain.

39. Do you feel that TRUGA training should be expanded to meet the needs of women in your locality or other areas?

Yes ( ) No ( )

40. What are the problems of women in your village?

41. How can they be solved?